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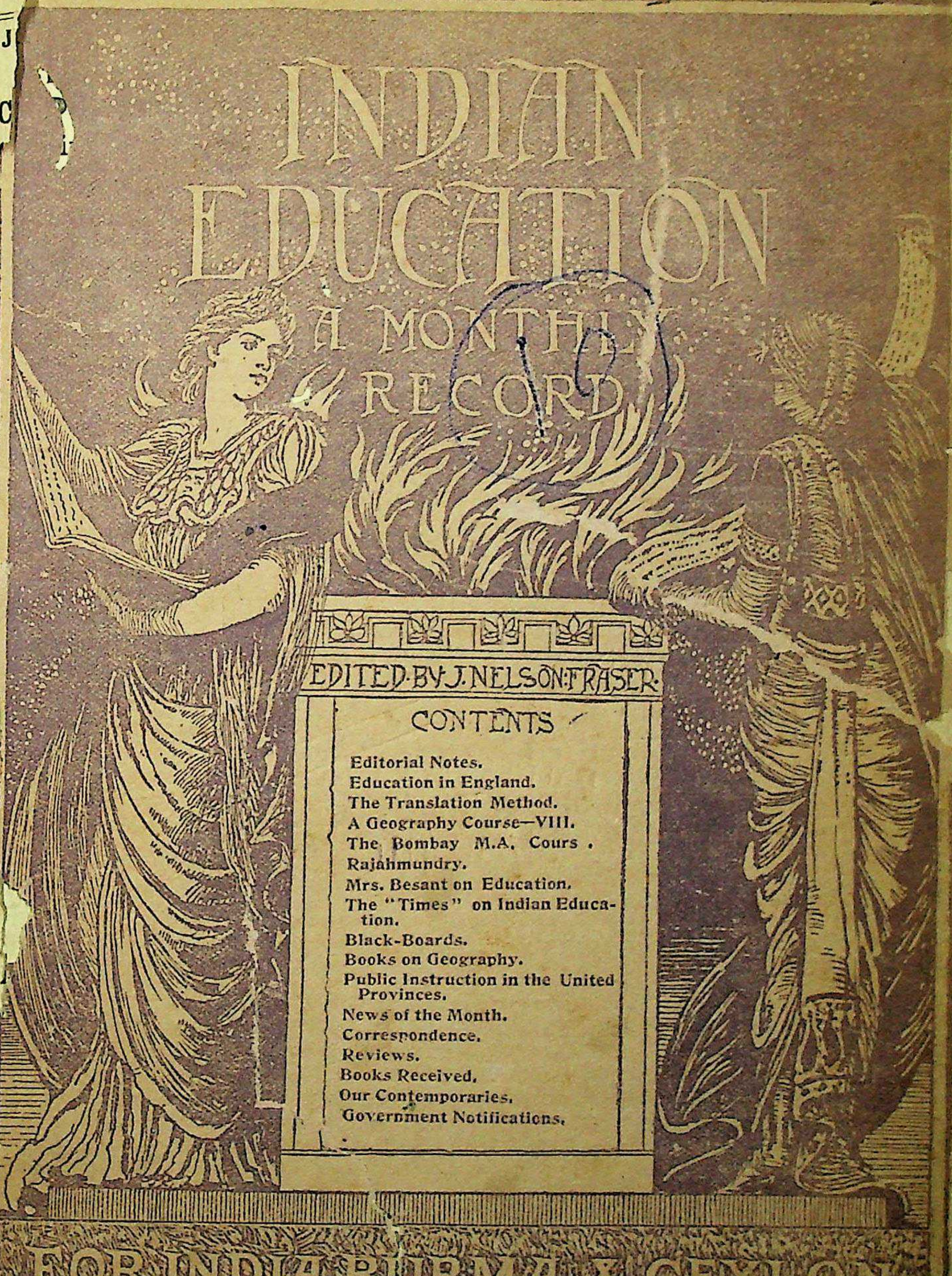

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A MONTHLY RECORD

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EDITED BY J. NELSON FRASER

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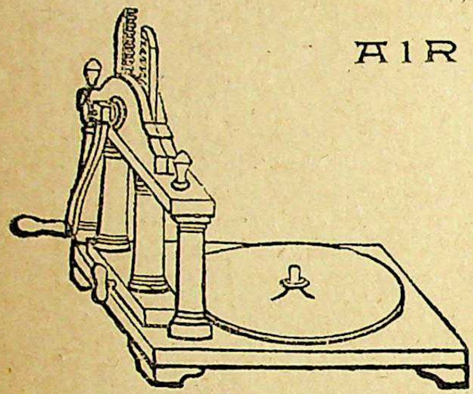

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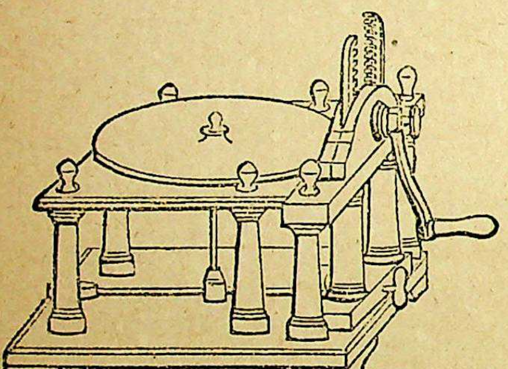

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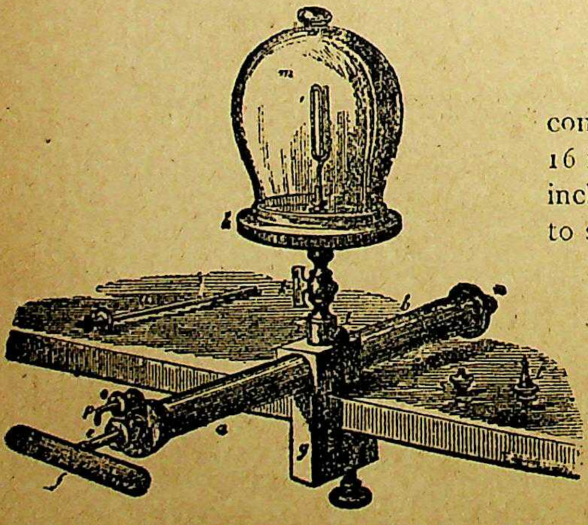

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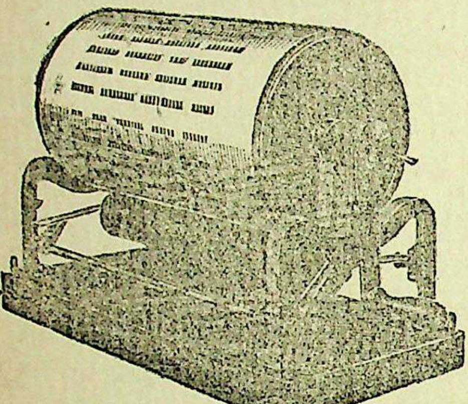

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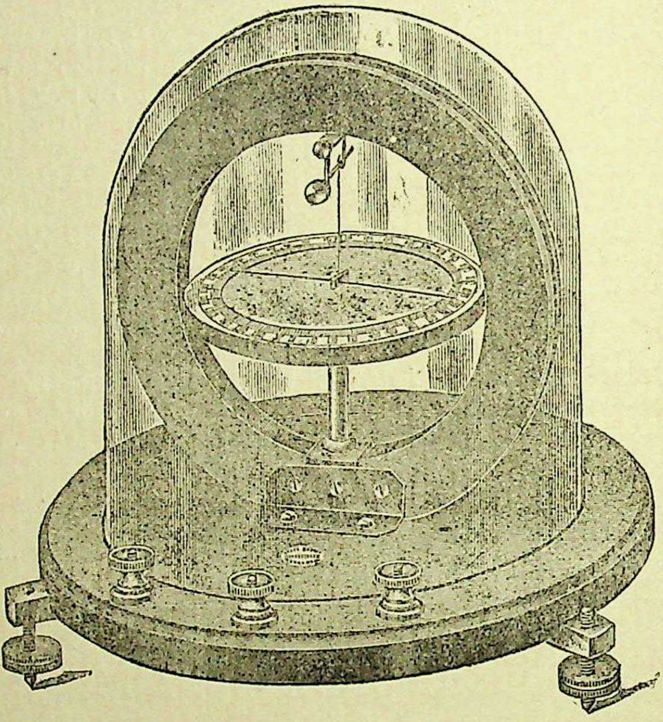

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VOL. VI.] AUGUST, 1907. [NO. I.

EDITORIAL NOTES.

OUR readers may have noticed in the *Pioneer* an observation that the Intermediate Examination results of the Allahabad University reveal "a disappointing record of failure and mediocrity." Out of eleven hundred odd candidates four hundred and forty-three were successful, being in fact a larger percentage than Indian University results some times yield. It is certainly desirable that everybody's attention should be directed to their unsatisfactory character. The blame here cannot be put upon anything but the system. Whether the abilities of the candidates are high or low, the examinations and the preparation thereto should be so proportioned to them that the pass results seldom or never fall under fifty per cent. Most Indian students *want* to pass their examinations, and in any country the ordinary student who wants to pass an examination, and works with reasonable regularity, should be able to do so.

In Universities the chief causes of the break-down are, to begin with, the unsatisfactory groundwork sent up by the schools. Then the Universities themselves, though supposed to "cram" pupils for examinations, really, in one way, neglect to do this altogether. They exact from their pupils scarcely any written work, and give them no instructions how to answer questions. Thus the unfortunate victims who have filled themselves up with relevant or irrelevant knowledge about their books go into the Examination Hall with scarcely any knowledge how to put anything down on paper.

In schools, the chief cause of the grand failure of Matriculation is the promotion of boys throughout the school who are unfit to be promoted. It is scarcely possible to exaggerate the evil that springs in India from this one remediable cause. We believe in most schools it is the rule to promote the whole standard every term. It is certain that many of them are quite unfit to go, and the result is the ruin of these duller boys along with that of their cleverer companions. We understand that the parents insist upon this, and the boys insist upon it, and masters cannot be found who have the moral courage to resist it. As long as this is so there can be little reality in our High School education; and we must not be surprised to see, as we lately saw, the successful candidates at a Matriculation examination falling to eighteen per cent. But of such a result we may say it proves the system to be hopelessly bad.

EDUCATION IN ENGLAND.

DURING the last week of May and the month of June much has been said and a good deal has been done which throws light upon the obscure ferment now going on in the minds of English people with regard to the question of education. In these stirring times the general reader cannot be blamed for quickly dismissing from his mind much that figures under the head of Educational intelligence in the morning papers. The 'general reader' does not pretend to be an expert in education. His main business in life is concerned with some quite different subject. He cannot hope to remember, perhaps he cannot even make time to read, the news about educational questions which is provided for him, with significantly increasing care, by the daily press. He doubtless feels in a vague way that the whole subject is one of growing importance. He may have casual thoughts of his own about the matter. It often annoys him to find that the best authorities quarrel among themselves about questions which surely, (he thinks), ought long ago to have been settled and placed beyond dispute. Fits of temper fill his mind when he finds that some political hope of his own is checked by the sudden rise of a tempest of angry feeling about a matter apparently so dull and trivial as the number of managers appointed by a County Council to attend a monthly meeting at a village school. He is irritated by the recurrence of disputes which, as he cannot fail to notice, provoke white-lipped rage on the part of many men of otherwise quiet demeanour and of business-like precision of character. The 'general reader', the average citizen, would like to get the whole question settled up somehow and tied up neatly in a bundle like other forgotten controversies which troubled England in their time but now lie in dusty oblivion upon the shelves of the past. Yet neither the average citizen, nor the statesman of his choice, can exercise this spirit of educational unrest. Laid in one place, it springs up in another. It haunts us with new and disturbing ideas, with unsatisfied longings, with an uneasy feeling that the schools fall far short of doing what the nation would fain have them do. But this troublesome spirit of educational disquiet brings with it no panacea. It communicates no healing formula. It leaves us uneasy, feverish, doubtful as to what should next be done and full of misgivings for the future. There is no reason, indeed, why we should lose heart. Patience, and careful inquiry and truthful experiments will help us through the worst of our trials. But that a very difficult time lies ahead of us in English education, it would take a sanguine man to deny. And the best thing that we can do is to face the difficulties with as much candour and courage as we can command.

Much that has happened in the sphere of English education during the last four or five weeks illustrates the complexity of the situation, and shows with what an extraordinary tangle of conflicting ideals the statesman and administrator have to deal. But unless one keeps from month to month a careful record of what is now passing in our educational world one forgets (so urgent are many of the other issues which challenge our thought in their difficult times) how many different and important educational questions arise from day to day and how symptomatic they are of the yeasty ferment that is at work in educational thought in England and elsewhere. In this letter I can do no more than illustrate the point by trying to classify under different heads some of the chief happenings in English education since the beginning of the last week in May. But perhaps by attempting such a simple classification, I may by good fortune help some reader to see his way to something like a synthesis of discrepant and separate facts.

(1). Can we by educational means do anything to promote unity of feeling and mutual political understanding between the citizens (the citizens of to-day and the citizens of to-morrow) who are resident in different parts of the British Empire? Can education be made to further the cause of Imperial unity? If so, can Government so organise education as to enhance its power in this direction? Those are the questions which have been long in the mind of many Colonial and British educators. The holding of the Imperial Conference in London this year naturally suggested a complementary conference on Imperial Education. The energy of Mrs. Ord Marshall, hony. secy. of the League of the Empire, led to the convening of such a Conference. The chief of the education departments throughout the Empire responded. With a degree of patriotic good feeling which deserves honourable record, the Victoria League (which has done quite as much as the League of the Empire to develop practical forms of education on Imperial questions and which had fully as great a right as had the League to take the initiative in inviting a federal conference on education), subordinated its own claims and lent a willing hand to further the plan of the League of the Empire. Little by little, but with great hesitation and (in the case of Scotland) only by a sort of death-bed repentance, the British and Irish departments of education consented to take part in an official conference thus privately convened. The proceedings began on May 25 and ended on June 1. As a public fact, impressing upon the nation that educational influences must not be forgotten in Imperial policy, the gathering was a success. As the first gathering together in London of the experienced chiefs of the education departments of the Empire, the Conference will always have a place in the history of Imperial Education. But as an occasion for the public discussion of Educational problems, the Conference was not far from a failure. Too much was attempted: there were too many separate sections: audiences were too small or too incoherent: the official guests were busy with their own private conferences: the meetings were held in the flush of the

London season and in term time, when few teachers could absent themselves from their daily work: and (it must be admitted) we have had too many of these omnium gatherum meetings and are sick of educational generalities. But there were a few good speeches. The University discussions were to the point. And Mr Mackinder made an effective protest against the idea of isolating the study of the history and politics of the Empire from its necessary context in the history and politics of the other nations with whom we are in hourly and sensitive contact. But the Official Conference, held in private, was important. It could not fail to be important, seeing that it was attended by the following representatives whose names, in view of the historic interest of the occasion, should be recorded. The Official Conference consisted of representatives nominated for the purpose by the several Governments or Education Departments throughout the Empire. Mr. S. H. Butcher, M. P., Chairman of the Council of the League, presided with grace and tact. By invitation of the Conference, Lord Tennyson, President of the League, attended three of the meetings. Mrs. Ord Marshall attended as secretary. The official representatives were:—Board of Education, the Permanent Secretary (Mr. R. L. Morant); the Director of Special Inquiries and Reports, Dr. H. F. Heath and Mr. P. A. Barnett; Welsh Department of the Board, Mr. A. T. Davies and Mr. O. M. Edwards; Scottish Education Department, the Secretary (Mr. J. Struthers) and Mr. W. W. Cornish; Irish Education Department, the Resident Commissioner (Dr. W. J. M. Starkie) and Mr. A. N. Bornaparte Wyse; India Office, Mr. Morison; Ontario, the Hon. James J. Foy, Attorney-General; Quebec, the Deputy Head of the Department of Public Instruction (Mr. George W. Parmalee); Nova Scotia, the Superintendent of Education (Mr. A. H. Mackay); New Brunswick, the Chief Superintendent of Education (Mr, J. R. Inch); Manitoba, the Minister of Education (the Hon. Colin Campbell); British Columbia, the Agent-General (the Hon. J. H. Turner); Alberta and Saskatchewan, the Minister of Education (the Hon. A. C. Rutherford); New South Wales, Mr. J. Leslie Willams and the Agent-General (the Hon. T. A. Coghlan); South Australia, the Director of Education (Mr. A. Willams) and the Agent-General (the Hon, J. G. Jenkins); Queensland, the Agent-General (Sir Horace Tozer) and Miss E. M. B. Cribb; Victoria, the Director of Education (Mr. Frank Tate); Western Australia, the Agent-General (the Hon. C, H. Rason) and Mr. Cyril Jackson; Tasmania, the Agent-General (the Hon. Alfred Dobson); New Zealand, the Inspector-General of Schools (Mr. George Hoglen); Cape Colony, the Superintendent General of Education (Dr. Thomas Muir); Natal; Mr. P.A. Barnett (giving information); Transvaal, the Ex-Colonial Secretary (Mr. Patrick Duncan; and the Inspector of Schools, Johannesburg and Rand Circuit (Mr. F. Handel Thompson); Orange River Colony, the Director of Education (Mr. Hugh Gunn); India, the Director-General of Education for India (Mr. H. W. Orange); Bengal, Mr. C. A. Martin (formerly Director of Public Instruction) and Mr. C. Russell (Principal, Patna College); Bombay, the Inspector of European Schools (Mr. A. L. Covernton); Madras, the Director of Public Instruction (Dr. A. G. Bourne); United Provinces, Mr. T. C. Lewis, (formerly Director of Public Instruction); Central Provinces, Mr. A. Monro (formerly Director of Public Instruction); Burma, the Inspector of Schools (Mr. S. W. Cocks); Ceylon, the Inspector of Schools (Mr. R. B. Strickland); The Bahamas, the Rev. Audley J. Browne (Member of the Board of Education); Hong Kong, the Inspector of Schools (Mr. E. A. Irving); Southern Nigeria, the Director of Education (Mr. J. A. Douglas); Gold Coast Colony, the Director of Education (Mr. E. G. Rowden); Gambia, the Colonial Secretary (Mr. H. M. Brandford-Griffith); Mauritius, the Inspector of Schools (Mr. Adolphe Bernon); Basutoland, the Educational Adviser to the High Commissioner of South Africa (Mr. E. B. Sargant); Falkland Islands, the Governor (Mr. W. L. Allardyce).

The most important outcome of the Conference is that his Majesty's Government have decided that it is desirable to arrange for an "Official Education Conference" to be held in the year 1911. The Secretaries of State for the Colonies and for India are preparing to send out intimations to that effect. The official delegates decided, 'that a quadrennial Conference is desirable: that the representatives sent to the Conference should be selected by the Governments; and that the first of such conferences should be convened by the Imperial Government.' They also resolved that 'the Conference is unanimously agreed as to the importance of a permanent Central Bureau of Educational Information.'* The Official Conference also agreed that 'it is desirable that financial and administration arrangements should be made for enabling teachers and inspectors of schools to acquire professional knowledge and experience in parts of his Majesty's dominions other than their own.' The official delegates further resolved 'that it is not desirable or necessary to take steps to bring about uniformity of curricula or text-books for the different school systems of his Majesty's dominions.' And they reached a very practical and what may be an important decision in agreeing that 'it is desirable that the different Education Departments of his Majesty's dominions should define year by year, with precision, the terms used in the regulations and statistics that they publish and the basis upon which their published statistics are prepared.'

In the different non-official sections of the Conference, much the most important resolution was that adopted in regard to the teaching of English. It was as follows:—

> "That this Conference urges the importance of the study of the English language and literature, as an essential part of school training, on the grounds of practical utility, an enlightened patriotism and the human ideal in education.
>
> "That in the teaching of living languages the direct system be used, with occasional explanations in the mother tongue of the pupil, when it is evident that the latter has not understood the teacher.
>
> *"That the object of the teaching of English should be to develop in the pupil the power of thought and expression, and the power of appreciating the contents of great literary works, rather than to inculcate a knowledge of grammatical, philological and literary detail.*
>
> "That fairy tales, satisfactorily used, provide a valuable means of literary Education for young children."

Not unconnected with the current of thought and feeling that led to the Federal Conference on Education, is the successful effort which has been made by Lady Dudley and others to raise the sum of £5,000 for the purpose of providing a series of lectures illustrated by carefully prepared lantern slides descriptive of life in India and the Colonies for distribution in the elementary and secondary schools of the United Kingdom. Under the care of the Visual Instruction Committee at the Colonial Office this work is being rapidly pushed forward, and the effort which began in certain Crown Colonies a year ago to use visual instruction for the diffusion of knowledge about the United Kingdom and Imperial relationships is now being applied to the diffusion of knowledge of life in other part of the Empire among the schools and adult classes of the United Kingdom. The Lord Mayor tells a story which shows the need for such instruction. A friend of his, a merchant and shipowner in the City of London, recently advertised for an office boy. He had 200 applications. He selected six and interviewed them separately. Putting a map of the world in front of them, he asked them such questions as 'Where is New York, Hong Kong, Melbourne, Cape Town or Adelaide?' The invariable reply received was, 'Please, Sir, I don't know. One boy was asked to point out Gibraltar. He replied 'Please, Sir, we haven't learnt Asia this term.'

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*On this point reference may be permitted to a pamphlet "A Bureau of Education for the British Empire," (Longmans Co. 1s.) which I published at the beginning of the Conference.

There is no doubt that, as in New York, much might be done by lantern lectures to remove this superficial ignorance. I say superficial because I cannot attach great importance to the mere fact of not knowing where a place is on the map, That may or may not be a serious matter. It depends on circumstance. The real trouble lies far deeper. The grave thing is that, under political conditions which are (with many written and many unwritten limitations) democratic, the masses of the English people have not yet the liberal education necessary for a temperate, just and foreseeing judgment upon many problems of public policy, whether that policy be local, or national or Imperial. The English people have an instinct for politics. They have a sense of justice. They are practically minded. Except when carried away by gusts of emotion, they are rather sensible, though too prone to sentiment combined with an unwillingness to read their own hearts. But the English people are stiff in the use of their imagination. And they are, as a rule, extremely ignorant about many things that they ought to know. What is really lacking is a liberal education, and the lack of a liberal education may show itself in the mishandling (by the British and Colonial democracies alike) of many questions which touch ethical ideals, (and are therefore explosive), or concern the prudent calculation of powers of Imperial defence. But mere rhetoric won't cure this weakness. Mr. Deakin does not help us by crying out 'We share an Empire; we need to share an education for Empire." It would be foolish to hope to repair our intellectual backwardness by flying flags over school buildings, or by showing dissolving views of Canada, Australia and India, or by setting children to read text books which give outlines of Imperial history and geography. All these things have their place, but only a minor place in the great task which really demands our thoughts. And it must be regretfully confessed that very few of the speeches made on the subject really go down to the roots of the question which we have to face. However, it is a great point that the bearing of education upon national life and Imperial policy is at last beginning to be realized. On June 12 Lord Rosebery unveiled in the examination schools at Oxford a tablet to the memory of Cecil Rhodes. It was rather a sad little speech, though touched with the genius of a master of commemorative oratory. "I am not at all sure," said Lord Rosebery, "that it is not in the University of Oxford that Rhodes' fame is most secure. In the bidding prayer in your ancient service, I suppose the name of Cecil John Rhodes will always be remembered, but

Hornby Road, Bombay,

will it not be chiefly remembered as having summoned from all parts of the world an affluence of new scholars ready to take back from this ancient University a message of peace, civilisation and good will? Perhaps, no man can read the future. Oxford itself enjoys no certainty of possession in her present social popularity. But 'to walk humbly with God' is the one lesson that any true teaching of human history should have on the mind of the learner."

Duty, not privilege: obligation, not personal distinction or personal profit: these are the things that should be inculcated, honestly and effectively inculcated by example as well as by precept, in any education worthy of the best traditions of a civilising Empire. But these are hard things. And we must not wonder if many people are estranged from the thought of Imperial education by their fear of militarism, and by the hatred of boastfulness and vulgar bombast. The antimilitarist movement on the government benches in the House of Commons has compelled Mr. Haldane to declare that the Army authorities will have no part in forming, in schools in receipt of a Parliamentary grant, new cadet corps of boys under sixteen years of age. There is a good deal to be said against this decision on educational grounds, assuming always that the cadet corps are conducted in a serious and unswaggering spirit. It means that the cadet corps which have importance in many of our self-governing Colonies are not at present to be encouraged in connection with the highest standards of our English public elementary schools. But Mr. Haldane evidently could not help himself. The seriousness of the duty of national defence has not yet been borne in upon the mind of the figure-heads of the Liberal party. Things are changing, but the idea of national service in defence of a self-governing community is only beginning to take hold upon the English mind, At present we have much talk without much reality. The London Country Council has decided to have flag staffs at all its schools in future, but it has not yet provided for flags to fly from them. The flags will come. Perhaps national service in a wide and not exclusively military sense will also come some time. It is to be hoped that our leaders will not put off the organisation of it until some great national calamity has made it too late to save much that might now be preserved.

(2) The Government are getting into serious difficulty about their educational policy. They have been badly advised and committed themselves to plans which were ill-considered, inadequate and deservedly unpopular. On June 3 the Prime Minister announced the abandonment of the Irish Council Bill. He also informed the House that the Government would not proceed further this session with the reform of University education in Ireland. Sir H. Campbell-Bannerman added: "During the autumn recess my right hon. friend, the Chief Secretary, purposes, in Ireland, to devote time and personal attention to this question, and my right hon. friend whom we all know to be of a cheerful and even sanguine disposition, *believes that it is possible and even likely that there may* be established or discovered a harmony among the jarring interests and opinions on the subject in Ireland, a task, I admit, which has hitherto defied the best efforts of the pacificator." Poor Mr. Birrell. First he fails with English Education and now he is encouraged to trap his fingers in a much more difficult problem across the Irish Channel. Under a veil of genial chaff, the Prime Minister shot winged words at

his colleague. "Here is this sanguine but hitherto not over successful statesman who will devote time and even personal attention to the Irish University question and even hopes (though I myself do not) to find the solution of this ancient riddle." It was hard on Mr. Birrell to have to listen to words like these with a smile on his face.

Mr. McKenna has also been forced by his colleagues into a humiliating position. In February, he introduced, in his capacity of President of the Board of Education, a Bill 'to make provision for relieving the Irish Education authority of the cost of giving special religious instruction in schools not provided by the authority.' The Bill was known as the education (Special Religious Instruction) Bill. It consisted of two clauses. No religious instruction outside the limits of the Cowper Temple Clause, though given in a denominational school, was to be paid for out of rates. The denomination was to pay for it. Private subscriptions were to defray the one-ninth part of the annual salary of any teacher employed in the school and engaged in giving 'special' religious instruction. If the repayment of the one-ninth was not made, the school in question was to cease to receive parliamentary, and therefore also rate, aid. This was the Bill that was to put an end to passive resistance. The Roman Catholics loudly protested against the Bill. They threatened that if it were carried and enforced, they would withdraw all the children who are in Roman Catholic Schools in the dioceses of Liverpool and Salford. The Roman Catholic vote in Lancashire is not unimportant to the Liberal party. Against the Bill, many Church people made vigorous protests. It cut at the principle of the denominational school. But the Church of England said little as compared with the Roman Catholics or—oddly enough—as compared with the extreme Passive Resisters themselves. They breathed fury against it as a tacit acceptance of the denominational school and as a suggestion that the acceptance of a pecuniary contribution would remove Non-conformist objections to the appointment of teachers in rate-aided denominational schools by managers of whom a majority were appointed on denominational grounds. For a long time the fate of Mr. McKenna's Bill hung in the balance. At last the Prime Minister announced on June 3 that he was going to abandon what (in somewhat extraordinary language) he called the 'unsatisfactory' Education Bill introduced by his own Cabinet. "The objection I have in my mind," he said, "is directed against any legislation calculated to give further currency to the idea that a denomination is entitled to secure for a financial consideration that its particular tenets shall be promulgated in nearly half the public and maintained schools in the country." Even if it be granted that this is a powerful objection, it must still be asked, "Why, if this is your view, did you or your colleagues introduce in February a Government Bill based on the very principle which you now repudiate in June?" The fact is that the Government are floundering in their educational policy and plunging even deeper into the mire. This is shown by their reckless announcement that next session they will deal once more with the education question 'on broad lines.' It may be surmised that Ministers have only a vague idea what their next big Education Bill will propose. Yet, apparently in order to escape from present difficulty, they are prepared to promise to introduce next session 'a more comprehensive measure' and to adopt what in a letter written on June 7 Mr. McKenna calls 'the larger and more determined course.' But they have promised a Licensing

Bill for next session and a measure of Land Valuation reform. Add to all this, the constitutional fight about the Second Chamber, and what time is likely to remain for a 'Comprehensive Education Bill', that is, if the latter is to be accepted as adequate by the different sections of the nation *which must be parties to any permanent settlement of the education question in England.* The chances of a great Education Bill being carried through Parliament next year are very slight.

This is perceived by the more farseeing Non-conformists who are furious with the Government for (as they say) muddling away its opportunity. The Non-conformist outbreak has been led by the *British Weekly.* Very harsh things have been said. A truce has now been called but there is no longer cordiality and confidence between the extreme political Non-conformist section and the Government. This is a political fact of much importance. First the Roman Catholics, then the Irish Nationalists, and now the extreme Non-conformists have been much angered by the Government, which owes much of its majority to the momentary cooperation of these sections (or of part of them) in 1906.

The Government in the meantime have introduced in the House of Lords a bill declaring that women shall be qualified to be elected as councillors or aldermen on the council of any County or County Borough, including the Metropolitan Borough. At present women can sit upon urban district and parish councils and boards of guardians. But, save as co-opted members, they are shut out from County or County Borough and Municipal Boroughs. The Lords have read the Bill a second time.

(3) Lord Curzon presides at the Oxford Encaenia which is being held as I write. The honorary degree of D.C.L. has been conferred upon the Prime Minister, the Speaker, Sir Edward Grey, Sir Antony MacDonnell, Lord Charles Beresford, M. Rodin and General Booth of the Salvation Army. Other D.L.C. are the Master of Trinity, Cambridge: Dr. Warre the late Headmaster of Eton, Mr. G. F. Bodley, R.A., Mr. Herkomer, R.A., the American Ambassador, and the President of Magdalen (the Vice Chancellor). The degree of D.Litt. has been given to Mark Twain and Rudyard Kipling: that of D.Sc. to Sir Norman Lockyer, Sir William Ramsay and Sir W. H. Perkin.

At Cambridge, the University has given the degree of Doctor of Law to the Prime Minister, to Lord Elgin, to Lord Milner, to Lord Curzon, and to Sir Edward Fry and Mr. Haldane. Mr. S. H. Butcher has been made now Doctor of Letters.

There is perhaps a tendency to shower these complimentary degrees in profusion.

At Oxford, Mr. Strachan Davidson has been elected Master of Balliol in the place of Dr. Caird who has retired. Cambridge has lost the great mathematical coach, Mr. Edward John Rowth. There is to be a memorial at Oxford to, the late Professor Pelham.

M. E. SADLER.

June 25th 1907.

A PLEA FOR THE TRANSLATION METHOD.

IF we are to ascertain what methods nature has ordained for learning languages, we have to observe how children master their mother-tongue. It is well known that children at an early age begin to lisp small words relating to familiar objects and ideas; repeat them very often; pick up the names of all the familiar things from the community surrounding them; imitate whatever their elders say; and after mastering some vocabulary in this way, begin to make small sentences themselves; and while doing so, naturally pick up the appropriate word-forms and use them in sentences of their own. They involuntarily pick up and master elementary inflection and syntax, and rarely commit mistakes in this direction. This is the course which children follow to master their mother tongue; and as for the source from which they pick up the several words, word-forms and sentence-forms, they have an entire community around affording them every facility during all their waking hours to master the language both by hearing and imitation.

Now it may be said that the same course may be followed in the class for teaching a foreign language, But, before thinking of this step, we have to consider certain conditions underlying this course of learning. They are :—

1. an ardent desire in children to find an expression for what they see,
2. extra-ordinary powers of imitation and the desire to imitate which children possess.
3. and an entire community of persons from whom they can pick up the language during all their waking hours.

In these circumstances, it is no wonder if the course proves successful. But in the case of children learning a foreign language at school it is manifest that all these conditions are sadly wanting. It is therefore clear that this method is quite inapplicable for our present purpose.

We meet with another class of learners. They are those who live in foreign countries and pick up the foreign tongue. Even here the course followed is exactly the same as that followed in learning a mother-tongue. These persons have a necessity for the language and the surroundings considerably help them.

Children learning a foreign language at school hear no resemblance to those two classes of learners. They cannot in the first place be supposed to thirst for the language : they are not sensible enough to realise so soon the necessity for it, and to strive for it in the same direction. Even granting this for the sake of argument, their environments afford them no help to pick up the language and use it after the manner of the two types of learners referred to above. They have to learn the language from the teacher, and that only for a very short time every day, without any prospect of hearing it out-side the class-room. So it is in vain to seek for a good method for our present purpose on the lines followed by these two classes of learners.

There is yet another sort of learners, though rare. These are persons seeking to learn foreign languages from friends. The friend they choose ought, of course, to know their own language. We find persons learning foreign languages from friends. What course do they generally follow ? They learn from the friend foreign equivalents to ordinary words and sentences, and commit them all to memory. Similarly they proceed from words to sentences. In fact, they learn and ought to learn through their mother-tongue ; that is, by the method of Translation. They have no other one ; and if we find anywhere one person learning a language from another individual, I think the same course will have to be adopted. And this third class of learners bears perfect analogy to the children learning foreign languages at school, and these ought to be borne in mind when we prescribe methods and courses for teaching foreign languages. In this case, the language in common between the learner and the teacher invariably forms the means of imparting the foreign language, that is, Translation forms the medium between them. And as regards the plan and course, those followed by the two former types of learners apply to the third type as well. For, even here, we cannot expect the learner to begin with sentences. He must begin with words and finish with sentences. We thus find that Translation is perhaps the only rational method available for students learning foreign languages.

To pass on to the scientific aspect of the Translation Method, it is agreed on all hands that the fundamental principles of good teaching are and ought to be :—

1. teaching from the known to the unknown,
2. teaching from the simple to the complex,
3. and teaching from one principle to another in regular sequence.

The Translation Method undertakes to teach a foreign tongue through a language that is already known to the child. It attempts to teach the foreign language by explanation in, and analogy with the mother-tongue. It associates the foreign words, word-forms and sentence-forms with a language already known to the child.

It is feasible by this method to lead children from words to sentences in regular order, according to the plan followed by learners of languages; and it is the only one that can reduce a language to a systematic course, so that each succeeding lesson is a continuation, or something in advance of the previous one, and so keep up the continuity of instruction. By teaching every new point through the child's mother-tongue, the several words, word-forms, and sentence-forms, have all a meaning to the child instead of forming a matter for mechanieal and verbal memory.

To take up the practical side of the Translation Method, the fact that it satisfies the fundamental principles of teaching is in itself a *Primâ Facie* evidence that the method should be efficient. But there are again certain conditions to which a method has to conform so as to produce an abiding effect upon children. It should furnish facilities, first, for the teacher to teach, secondly, for the pupil to learn, and, thirdly, should furnish ample scope for the pupil to exercise upon the points learnt, even in the absence of the teacher. The value of all teaching is lost if the child does not follow up the instruction at home. A method may be excellent in a model lesson, may be plausible enough for the sake of argument, may seem to be based on strict scientific principles; but unless it satisfies the criteria of efficient instruction as set forth above, we cannot count upon it for good results. A consideration of the several sub-heads of language-teaching on these lines will throw much light upon their comparative efficiency.

SOME OBJECTIONS EXPLAINED.

The Translation Method may be objected to on considerations such as the following :—

1. That the method teaches the language not from objects and phenomena as languages are generally learnt; that, for this reason, it is not the natural method; but that it is a roundabout one, since the student has first to think in the mother-tongue and then has to translate it into the foreign language; that masters speak in it readily without first thinking in the vernacular, and that children should likewise be made to speak in the foreign language from the very beginning.
2. That no two languages correspond exactly in ideas, thoughts and idioms; that the Translation Method is likely to impress the idiom of the mother-tongue on the foreign language also; and that, in consequence, the attempt to teach one language by means of another cannot be calculated to be a correct step; and that Translation is, for these reasons, very difficult of acquisition.

Some of these objections are partly met, though indirectly, in the arguments already produced in favour of the Translation Method. But still an explanation directly in answer to these several objections will make the case clearer; and hence the following is submitted for favour of consideration.

As regards the first objection, let us remember that language is the expression of ideas and thoughts. Ideas and thoughts are mental conceptions and processes corresponding to objects and phenomena. So language is remotely and indirectly related to objects and phenomena, but immediately conversant with ideas and thoughts. When we speak or write, language closely follows our ideas and thoughts in the total absence of the objects and phenomena corresponding thereto. Hence the direct course to impress a language is by associating it with ideas and thoughts rather than with objects and phenomena. And when the child is already in possession of some ideas and thoughts, they can form the basis on which to build up his language. Now, the question would be how to connect a language with ideas and thoughts. The terms and sentences in the mother-tongue with which the pupil is already familiar, may be used with advantage to bring out the child's ideas and thoughts; and the mother-tongue being something in common between the child and the teacher may be made the medium, since it is the safest, most reliable and most direct means for teaching a foreign language.

It may be said that the child has first to think in the mother-tongue and then translate it into the foreign language. But here one thing is doubtful. What can be the meaning of saying that one thinks in this language or that language as if language were a means or an essential accompaniment of thought? Language is the expression of thought or rather the outward embodiment of throught. It can have nothing to do with thought unless and until the thought has to be given expression to; and for all purposes of conceptions and processes of thinking, language has nothing to do. Do not dumb people think? Have they no conceptions? Have they no feelings? In what language do they feel, think and conceive? Take the case of those who are masters of two or more languages. In which of those languages can they be deemed to feel, think and conceive? The thing is, for purposes of all thinking, language is quite unnecessary. But, when one has attained mastery in a language, his expression so closely follows his thoughts and feelings that we are apt to identify his feelings and thoughts with his language, or mistake the latter as an essential accompaniment or even the means of the former. Thus, the reference to the child's mother-tongue entails no double thinking, but serves as an angle to fish out the child's ideas and thoughts, and connect the foreign language with them.

When the Translation Method dispenses with objects and phenomena, it may appear that the teaching would not be realistic, and that it may become mechanical. But it has been already shown that this method connects the foreign terms and sentences with the child's ideas and thoughts. When a child knows a cat, has seen a cat and possesses the idea of a cat, it is simply redundant, if not unnecessary, to take hold of a cat and place it prominently somewhere in the class-room. Suppose we undertake to furnish the class-room with objects or pictures. How many abstract notions, relative ideas and grammatical distinctions are there not which do not allow of being actually shown? How many things are there not which are too unwieldy? Strictly speaking, the objects which can fairly be shown in the class-room form a very small minority, while those which cannot be so attempted form a very large majority. Now if we should exclude all those that cannot be attempted to be shown, why not as well dispense with those which the child is already familiar with, and to recollect which he has been already furnished with a term in the mother-tongue? We all know that, if we once see an object, the image of it sticks to our mind; and if we know its name, the name will serve as a duplicate to call the original to our memory. Thus, even in the absence of objects, teaching through the mother-tongue can fairly be expected to be realistic.

Here it may be noted that all teaching should be built upon what the child is already possessed of. It is against economy to take the child back to objects when he has the ideas of those objects. The advantages sought by furnishing them all in the class-room and making a museum or shop of it are more imaginary than real; they form more a superfluity than a real necessity. But I should be the last man to discourage the showing of such objects as children are not familiar with. In the case of such objects it is highly desirable—why! the omission is simply a sin—to produce, if possible, the object itself, or an image or picture of it, so as to enable the child to have an idea of it before the term is given to him.

To meet the objection that the Translation Method is a round-about one, I have to ask which is really the more round-about of the two following methods:—

1. To connect the new language with the child's ideas through the mother-tongue; or

2. to take him back to the object itself, wake up the idea and then give the term.

I hope I need not say which of these is easier, more direct, labour-saving and economical—economical from the material as well as the psychological point of view.

I may here add that conversation Lessons of recent discovery and introduction will prove of great value from the earliest stages of language-teaching in turning into practical use the command which children acquire over vocabulary and sentence-making. These exercises should therefore be had as often as practicable so as to exercise the children in using the foreign language for expressing their thoughts without the medium of the mother-tongue.

It may be said that we speak readily in a foreign language without first thinking of the equivalents in the mother-tongue, and that it may similarly be thought from the very beginning without it. But here it is true that we speak readily in a foreign language, because we have mastered it after a long study. But results cannot be mistaken for means. If we can now speak in a language without first framing the required sentences in the mother-tongue, it does not mean that we had learnt it without the mother-tongue as a medium.

To pass on to the objections embodied in (2) above, no doubt languages differ widely from each other in idiom. It is, therefore, very difficult to master the art of Translation which involves a scholarly command of the two languages. But we are not now concerned with it as an art; we are concerned with it only as a means of learning and teaching a foreign language. The rudiments of all languages are similar: ideas are mostly common, syntactic and other grammatical principles are quite parallel. There may be some difference in idiom between the two languages. It is and ought to be the business of the teacher to explain the foreign idiom to his students; and we can expect him to do it best by comparing and contrasting it with the idiom of the native tongue. I am sure that this process impresses foreign idiom upon children much better than any other,

The Translation Method cannot be meant to confine itself to literal or rather word-for-word translation. Translation is defined by Webster as 'expressing the sense of (a passage) in the words of another language.' From this definition of Translation it is clear that it can have nothing to do with the form or words of the given passage; it takes up the sense of the given passage and renders it into the language required. If we take this view of the Translation Method, the objections on the score of idiomatic differences between languages should all vanish away. And it should be the very aim of this method to explain foreign idiom by a reference to that of the native tongue; and what is more, it gives ample exercise to children in correct and idiomatic expression in the foreign tongue.

C. V, JOGARAO.

(*To be continued.*)

A GEOGRAPHY COURSE.

VIII. HOUSES.

WHAT are houses wanted for?—To protect us from the heat and cold; rain, wind.

Do all men make houses ?—No : some savages live under trees, or in holes in the rocks; caves.

What do people make houses of ?—Stone, bricks, wood, iron.

What different parts are made of each of these materials ?—

Besides houses for themselves what do men build ?—Houses for the worship of God. Christians call them churches ; Hindus (in English) temples; Mahomedans (in English) mosques. Mention those that you know.

IX. PICTURES AND PLANS.

Now we have seen a little bit of the world ; how could we learn something about the world which we have not seen ? By a picture. Yes, a picture would tell us what it was like, and how to find our way about it. If I were in the next room and wanted a book from this table, I could draw a picture of the table and give it some one and he would be able to find the book.

[Draw a picture of the table.] But it takes a long time to draw a picture, and only a clever man can do this. Is there an easier way? Yes, we can draw a kind of picture called a plan. How ? First we must get right on the table, into the middle, and look down on it. [Illustrate.] Then we must draw the edges of the table, just as we see them. [Do so, on B. B., leaving the picture of the table there also.] This is called a plan of the table. [Let all the children draw a plan of the table on their slate or on paper.]

Now I will put a book in the middle of the table, and get over it, and look down and draw a plan of the book. I shall look at its edges and draw each edge, just as I see it. [Illustrate on B. B.; let the children draw it.] Then put the book in the corner of the table, and draw the plan of it. Take a tin, and show how looking down we see only its round edges. [Draw this and show that we have a plan of the tin.]

X. PLANS.

The work of this lesson is to make a plan of the school-room, (or of part of it, if too large). The teacher should remind the children of the nature of a plan, he should stand on a chair in the middle of the room and look down. Then taking the black-board, while they take paper or their slates, he should begin at a corner of the room and put down two lines at right angles on the blackboard for this corner. One or two of the children should go and point out the corresponding floor lines. Then he should ask a child to point out the next piece of the floor line to be done; and ask the children to put it down. It will be found that most of them will get it right ; then slates should be rapidly examined, and where it is worth while corrected. Slates answer better for this work than paper, because work can easily be rubbed out on them. However, India rubber might be used on paper.

Nothing need be said of scale, but you can say " you see this (floor) line is longer than that one ; so I am making it longer on the B. B."

Finally the table and desks in the middle of the room should be put in. Be careful to make the children realise which side of the plan corresponds to each side of the room ; this may be alone by inclining a boy stand at the wall as it is drawn, and identifying him with his wall, and with the corresponding line on the board.

THE BOMBAY M.A. COURSE IN ENGLISH LITERATURE.

IT is some years since we wrote on this subject; the course is stil unchanged, and it still appears to us obsolete and inadequate. We therefore return to the topic again, to offer our readers some suggestions, which will, we hope, be found practical, if the course is to be reconsidered.

The study of literature in its high branches is a somewhat nebulous affair. It is supposed to exclude serious history or philosophy or Science; and what then is left? Linguistic interest; style; character. But these in themselves are not a course of study, and they are reinforced in practice by some slight infusion of more serious topics. The uncertainty on this point, however, renders the study of such doubtful value to students that we question whether a University should retain it.

Retaining it however, the first point to settle is whether linguistic studies should be made serious and if so kept as an integral part of the course. Our conviction is strongly against this. English linguistic studies are of little use to the Indian; and they should not be inflicted on all who are fond of literature. Nevertheless, we will admit that if only occasionally they attracted a student, they should, as a possibility, be provided for. We will suggest then that one recognised branch of the M A. course should be *Philology*. This syllabus should include one of the usual primers of A.S.; Skeat's *Specimens* and certain typical authors from every stage of English. Chaucer, Milton, Hume and Macaulay would serve the purpose; it would be understood that the subject of study would include the range of their vocabulary, the structure of their sentences and paragraphs, and so on. A few books on language should be prescribed, such as Abbott's *Shakespearian Grammar,* * Bradley, *The Making of English;* Max Muller's *Lectures;* Toller's *History of the English Language* †; Emerson's *History of the English Language* §; and one of the many excellent modern primers of Rhetoric.

With regard to the Literary Course proper, it may be observed that the course of reading should be much more carefully defined than it has been. Because examiners have been at liberty to set *any* question, they have ventured on nothing, the Bombay M.A. candidates not being such that an examiner can really utilise such freedom, as an examiner for the London Doctorate can.

We think therefore some book of really scientific criticism should be set. Prof. Saintsbury in *Loci Critici,* (430 pp.) has collected all the notable dicta of English critics from the earliest times onwards. This would provide material for thoughtful study of literary form and method.. It is perhaps the most useful book that could be suggested for the present purpose. Another excellent book is *Comparative Literature,* by H. M. Posnett (pp. 400, Kegan Paul.) The objection to this is its erudition. A good professor would guide his pupils lightly over the parts not suitable for exhaustive study, but there would always be some danger of an unreasonable examiner. Another excellent book is *An Introduction to the History of Modern Europe,* by A. Weir (pp. 300, Methuen & Co.) which is readable and sensible and shows literature in its relation to other forces of the age.

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* In whole or in part; the same observation applies to many books here mentioned.
† Cambridge University Press pp. 200.
§ The Macmillan Co. pp. 250.

These or similar books should form one branch of the syllabus; the history of literature should form another. At present the ridiculous situation is that candidates for the B.A. examination study one period of literary history in even excessive detail; while the subject disappears altogether from the M.A. course. Now we should like to see this reversed. The subject should either disappear from the B.A. course, or be kept, by the prescription of some books, within the most moderate limits. Perhaps the best plan would simply be to set every year one or two straightforward stock questions out of Stopford Brooke's *Primer*, with the sole object of giving men a general idea of the chief periods and master pieces. A really detailed study of the period chosen would then be left for the M.A's. Under the present system, the best plan would be to legislate for an assumed M.A. course of two years, and to make the history fill up the two periods left and one at the B.A. and we think it probable that the best plan would be to prescribe books. Courthope's *History of Poetry* commands so much general admiration that it might be taken as a sufficient guide for poetry. There is a series of *Histories of English Literature* published by the Macmillan Co. of which the first volume by W. H. Scholfield is a very scholarly work, suitable for advanced Indian students; the other volumes by Professors Gosse & Saintsbury, are fairly well known. Morley's *First Sketch of English Literature* (pp. 1070) also provides sufficient matter. To prescribe some such book would save students from ambitious attempts at reading, and would set them free for study of classics.

Assuming the three present periods of the B.A. to be introduced at the M.A. we should set in each case a solid poetry and a solid prose book. In the first period, for poetry, we have our choice * of :—Chaucer, Shakespeare. There is an excellent volume of selections from Chaucer, compiled by Robertson, which unfortunately we have not seen for some time and cannot therefore describe in detail. It would also be possible to set a volume of the *Oxford Treasury of English Literature* now appearing at the Clarendon Press. The volumes on the Growth of the Drama and Old English literature contain excellent matter for prose; More's *Utopia* and Cowley's *Essay*. The candidates have seen enough heavy classics of the period in Bacon.

In the second period Hume's *Essays; Selections* from Swift, Steele; *Amelia*; the *Citizen of the World;* all these provide reading not too heavy, but fraught with suggestion. Pope's *Essay on Man* is a suitable poem and too hard for the B. A., from whose course it should be removed.

In the modern epoch Wordworth's *Excursion*, and *In Memoriam*; (Keats contains too much rubbish). For prose, Carlyle's *Past and Present.* There are good selections of Ruskin available, though we cannot quote compilers at this moment. One or two of the great novelists, *The Mill on the Floss*, or *Middlemarch*, (as preferred) &c., A good biography, e.g. that of Dr. Arnold; possibly a volume of letters, probably a selection of letters could be found; a volume of speeches; (there is an admirable one published by L. Reeve, pp. 250 octavo, containing specimens from Pitt, Peel, Bright and Gladstone.) Amongst those will be found books better worth study than the *Opium Eater* and the *Four Georges.*

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* Excluding of course througout works usually set for the B.A. examination.

If it be preferred, the books might be so arranged as to give specimens from various periods in each year, as they are now. In that case their number should not exceed three or four as a rule. The examination would then comprise :—

(*a*) a text-book on the Scientific study of Literature ;

(*b*) some period of the History of Literature ; (the whole possibly, if the subject were excluded from the B.A.)

(*c*) three or four authors.

The syllabus should expressly say that these authors should be studied with reference to the conditions of their age and their own life. A reference might be made to the use of such books as Traill's *Social England*, Goldwin Smith's *United Kingdom*, which should be available in College libraries.

From the scope of this examination Philology should be excluded. It is, however, a possible view that a good book on Rhetoric should always be included.

RAJAHMUNDRY.

FULFILLING our duty as a *Record* we reprint the Government orders on this case.

"The Governor in Council has received from the Director of Public Instruction reports on the subject of the recent misconduct of the students in the Government College at Rajahmundry culminating in their open defiance of constituted authority and secession from the College on Wednesday, 24th April, 1907. The facts of the case as ascertained by the Government after careful enquiry are set out below. A memorial submitted by the students, dated 29th April, 1907, has also been considered by the Government.

It appears that more than one month previous to the date of the revolt on the 24th April, Mr. Hunter, Principal of the College, had received complaints from authoritative sources that the conduct of the students in the public streets had been such as to reflect discredit both upon the students themselves and upon those responsible for the discipline and welfare of the College. Mr. Hunter accordingly, after consultation with the College Council, decided to address the students in the presence of the staff and to warn them of the serious consequences to themselves likely to result from a continuance of the practices referred to. Mr. Hunter accordingly addressed the students on the 19th March explaining to them that, while they were at full liberty to discuss public questions—social, political or religious—among themselves, and to attend public meetings at which lectures on such matters were delivered, it was not proper for undergraduates to take a prominent share in public movements and that public demonstrations on their part would not be permitted. As for rowdy behaviour in the streets, he warned them that any student found guilty of such practices would be liable to instant expulsion. He endeavoured to make it clear that what he said had no reference to any particular cause or party, and that the prohibition extended just as much to demonstrations in favour of movements with which, as an individual, he might be expected to sympathise, as to movements towards which, as official or individual, he might be supposed to be antagonistic. Mr. Hunter further pointed out that the College authorities, in forbidding students actively to engage in agitation, had no thought of expressing approval or disapproval of any cause or party *per se* except so far as demonstrations plainly directed against Government were obviously intolerable in students of a College maintained or supported by Government. The main ground of the prohibition was the belief that agitation was improper in undergraduate students, and that the excitement involved in such agitation was detrimental to studies and discipline. Accordingly he forbade students to continue or become members of the Association styled *Bala Bharat Samiti,* to march in procession or shout *Vande Mataram* in the streets, and to wear *Vande Mataram* Medals in the College.

These remarks of Mr. Hunter were received with some applause, and, at any rate, without any sound or sign of dissent.

On the following day, the 20th March, 1907, it was brought to the Principal's notice that a student, J. Ramachandra Rao, belonging to the Senior B. A. class of the Arts College, and not a member of the hostel attached to the College, had visited the hostel in company with a leading member of the Samiti referred to, and had incited students to defy the orders which had been issued. On being summoned before the Principal and College Council, he appeared wearing the prohibited medal and behaved in an insolent and insubordinate manner, an attitude which he maintained when called before the College Council in the evening. As he declined to submit to authority, he was suspended, but was eventually, on the 26th March, readmitted, after expressing his regret for what had occurred and on giving assurance of his future good behaviour.

During Ramachandra Rao's suspension Mr. Hunter had, however, on certain representations made to him, consented to allow students to join the Samiti, provided that it was made clear that the declared object of the Samiti was not inconsistent with loyalty and due submission to authority; that public demonstrations on the part of students should be discouraged; and that two members of the College staff should be included among the patrons. This arrangement was, however, never carried out. Shortly afterwards a number of students presented to the Principal a petition couched in respectful terms, asking permission to continue to be members of the Samiti, to be allowed on festivals to march in procession demonstrating the virtues of "economic *Swadeshi*," and to wear medals in the College. Mr. Hunter answered the deputation at once, expressing his inability for the present to comply with their requests, except so far as the membership of the Samiti was concerned; but he afterwards sent for a senior student, whose name appeared first in the list of signatories, and authorised him to inform his friends that, if things quieted down before the end of the hot weather vacation, and if on enquiry it was found that the medal betokened nothing beyond legitimate patriotism and that the "economic *Swadeshi*" processions were similarly harmless, he would be prepared to reconsider his decision so far as these symbols and ceremonies were concerned.

After the readmission of the suspended student, J. Ramachandra Rao, on the 26th March, the incident seemed to be closed. The Principal had no reason to anticipate further troubles and much ground for hoping that next term the whole matter would be as good as forgotten and normal conditions completely restored. The students of the Arts College had obeyed orders for nearly a month, their conduct, outside the College, had, so far as the Principal was aware, been satisfactory and three more days' good conduct would have brought them to the end of the term.

At the Training College there had been some slight trouble, and the Principal had felt it incumbent upon himself to explain to normal students of the higher grades the gross impropriety of Government stipendiaries taking part in questionable agitation or demonstration and here also the students finally submitted and in this quarter also normal conditions appeared to be restored.

Matters remained thus until the 19th April, the date on which Babu Bepin Chandra Pal arrived at Rajahmundry, on which occasion he received a public address read by one Hari Sarvotthama Rao, M. A., a student under training in the Government Training College. A second address was read by the same student on the morning of the 24th April, the date on which Babu Bipin Chandra Pal left Rajahmundry. These acts were in violation of the conditions under which Hari Sarvotthama Rao was, as stipendiary, receiving training in the College, and was in open contravention of the disciplinary orders of the Principal in regard to the part to be taken by students in political demonstrations.

At the time of Babu Bepin Chandra Pal's arrival at Rajahmundry, the Principal and the chief lecturers of the College were attending a conference of Professors in Madras, but on receiving a report from the Vice-Principal of the Training College to the effect that the students were idolising Babu Bepin Chandra Pal, to whose evening lectures they thronged, that they had conducted him through the streets in noisy procession and that a large number of the pupils of the practising school had absented themselves from work without leave, Mr. Hunter returned to Rajahmundry where he arrived on the 22nd April.

On the following day Mr. Hunter attended College as usual. As it was the day preceding the half-yearly examination, no regular classes were conducted, but some of the students were at work in the College library, none of them wearing the medal. That evening Babu Bepin Chandra Pal delivered a lecture on "National Education" which was largely attended by the students of the College. In the forenoon of the following day (24th April) the Principal, on attending College and on entering his lecture room, found a large number of the students belonging to the Senior and Junior B. A. classes, including the student J. Ramachandra Rao, wearing not only the medals, the use of which had, for the time being, been expressly prohibited by him, which prohibition was still in force, but also large paper tickets bearing the words *Vande Mataram* both in English and Telugu characters. The tickets had, as Mr. Hunter subsequently learnt, been printed over night in accordance with a Resolution passed at a students' meeting; that ringleaders had been posted at the College entrance in the morning and by inducements and threats had sought to force the tickets on other students who were on their way to College. Mr. Hunter directed the names of those wearing badges to be taken and the badges to be removed—an order which was obeyed after some hesitation. J. Ramachandra Rao, who had as already stated been readmitted to the College only a short time before on a solemn promise of good behaviour was one of these, and was expelled on the spot—an action for which, in the opinion of Government, Mr, Hunter had every justification.

When the Principal visited the second lecture room, where the same state of things prevailed, on a cry being raised of *Vande Mataram* clearly as a preconcerted signal (as indeed subsequently admitted by some of the students), from one of the verandahs, there was a general exodus of students from all the lecture rooms and verandahs, many of the students of the B. A. classes having resumed the badges which had previously been removed. It is perfectly obvious that the tickets and medals were worn with the deliberate intention of provoking the Principal to action which should serve as some sort of excuse for a secession. The students must

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have known perfectly well that he could not countenance proceedings which he had already forbidden and the conduct of the students was an open and insolent defiance of all authority and discipline which it was impossible to tolerate.

Altogether some 171 students out of 222 seceded. One student, J. Ramachandra Rao, was actually expelled, and the others who left the College were subsequently declared to be suspended. So far as ascertained about 25 students were absent on the occasion and 24 students took no part in the secession—three or four in each of the F. A. classes and 17 in the Junior B.A. Of the last named class only half succeeded, while of the senior B. A. class every student who was present that day went out. In the course of the day a few students were brought back by their parents and guardians, who stated that they—the students seeking re-admission—had been carried away by a sudden impulse or had been intimidated. On making proper submission they were re-admitted. On the two following days between 20 and 30 other students were re-admitted on the same terms. Several parents and guardians came to see the Principal in person or wrote to him expressing complete disapproval of the students' conduct, complaining of intimidation, and regretting that their sons and wards had been misled by irresponsible persons mischievously disposed. The behaviour of some of the hostel students was particularly bad, and until the Superintendent of the hostel intervened the hostel reading room was used as a base of operations by seceding students engaged in intimidating waverers. One hostel student deliberately shut and barred the door and window of his room in the face of the Superintendent and the Principal. The College was closed for the vacation on the evening of the 26th April, but the Principal made arrangements for the re-admission of junior students who made due submission, Some 42 such students have since been readmitted.

The Governor in Council considers that Mr. Hunter acted throughout with patience, discretion and forbearance and that his action in expelling J. Ramachandra Rao and in suspending the seceding students was thoroughly justified in the interests of discipline which it was necessary to uphold. Some of these students—42 in number—Mr, Hunter has re-admitted, or promised re-admission, on their tendering a prompt apology and expressing regret for their misconduct, and in regard to them the Governor in Council does not desire to interfere with the discretion which the Principal has exercised, nor will any action be taken in respect of those students, who for one reason or another, did not attend the College on the 23rd April.

The Government are unable to pass lightly over the total disregard and defiance of discipline shown by the students of the College in the present case and are convinced that severe punishment is called for not only as the measure of punishment duly merited by those implicated in the present outbreak but also as a warning to students in other schools and Colleges. The secession of the students was not a single act of insubordination in which they may have been carried away by the excitement of the moment but it is clearly shown to have been prearranged and the culminating point in an organised scheme for denying the authority of, and the disciplinary orders issued by, the Principal. The students had received ample advice and notice from the Principal as to what would be the result of continued disregard of his orders.

The Government accordingly resolve—

(1) that Hari Sarvotthama Rao, M.A., be debarred from employment as a teacher in any Government or aided school or College;

(2) that as to Ramachandra Rao, the Director of Public Instruction be requested to move the Syndicate to debar him altogether from appearing from the B. A. degree, that his term and transfer certificates be refused, and that he be not re-admitted into any Government or aided College;

(3) that as to those students of the fourth year class who possessed all the term certificates required by the University for any division of the B. A. degree examination, the Director of Public Instruction be requested to move the Syndicate to debar them from appearing for any branch of the B. A. degree examination for a period of two years. None of the seceding students belonging to this class will be permitted to continue their studies for any branch of the B. A. degree either in the Rajahmundry College or in any other Government or aided College, and to such of them as do not possess term or transfer certificates, these certificates will be refused;

(4) that the junior students who were under suspension on the 20th May, 1907, be expelled, the grant of term and transfer certificates refused to them and that they be not re-admitted into any Government or aided College for a period of one year, and in no case be re-admitted into the Rajahmundry College; that as to those of them who are students of the second year class and who possessed all the term certificates required by the University for the First in Arts Examination, the Director of Public Instruction be requested to move the Syndicate to debar them from appearing for that examination for the period of one year.

The Syndicate of the Madras University will be separately addressed in regard to the framing of disciplinary regulations for affiliated Colleges.

MRS. BESANT ON THE EDUCATIONAL POLICY OF THE BRITISH GOVERNMENT.

MRS. Besant has addressed the following letter to the English press:—

Sir,—Among the many causes of the unrest in India at the present time, one of the most important is a deep and settled discontent with the educational policy of the late Viceroy. Educated Indians, who are thoroughly loyal to the British rule, speak bitterly of the way in which Lord Curzon has rendered education so costly as to place it beyond the reach of all but the wealthy, and say with conviction that he has put back half a century the educational clock, and has practically robbed India of higher education.

There is a widespread idea that this policy is intended to keep Indians out of the higher posts in Government service, and to reduce them to a condition lower than they have long enjoyed. And this idea has been confirmed by the illustration of all attempts to place Indians more on an equality with Englishmen in the educational service. Obviously incompetent Englishmen are given posts denied to Indians as obviously competent, and Lord Curzon's soft words have not availed to hide the harsh facts of his policy.

The discontent is the more dangerous because it is spreading among the class who are traditionally the educated class in India, for learning and wealth are not wedded there, and the educated class is poor. This class cannot afford the high fees now exacted in Government colleges, yet demands higher education as a right. To place it beyond its reach is to breed a sullen alienation from British rule, and a resentment against the power which has undermined their own ancient system, and, after giving them a taste for English education, has now made it too costly for them to enjoy. Colleges which have long helped eager students are menaced with closure, because they cannot quickly raise the tens of thousands of rupees necessary to meet the new demands, and this loss presses itself on the attention of tens of thousands of parents.

One very beneficial result has, however, arisen from this policy. It has forced Indians out of their previous educational inactivity, and has compelled them to set to work to create schools and colleges for themselves. This national and patriotic work had already begun to witness the Mussulman College at Aligarh, the Arya Samaj College at Lahore, and the Central Hindu College at Benares. These are under Indian control, as to their governing bodies, and they all make religion a part of the education given, according to their respective beliefs. Lord Curzon's educational policy has given a great stimulus to the desire to bring education more under Indian control, to adopt it to Indian necessities, and shape it according to Indian ideas. In all these there will be no antagonism to England, if she will show some sympathy with these legitimate Indian aspirations, and will not insist on forcing on India the dismal alternative of a rigid, costly, and materialistic education or none at all.

T. R. H. the Prince and Princess of Wales, in their gracious visits to Aligarh and the Central Hindu College, immensely quickened the loyalty of the students at these institutions, and the kindly gift of an autograph portrait of the King, sent by the Princess to the Hindu College, evoked an outburst of enthusiasm.

The Mahomedan community has felt deeply the noble action of the English public in raising in the Sudan a Mahomedan College, and nations can thus forge links of sympathy which Governments cannot so readily create. A very much smaller gift at the present time would evoke much gratitude from the Hindu community, which regards the Central Hindu College as its own cherished possession, and has already raised for its building and endowing over ten lakhs (a million) of rupees.

The freehold land on which it stands is the gift of an Indian Prince and its revenue comes from every class of Hindu, from ruling chiefs to petty clerks. It is incorporated under Indian law. But it needs a library to house its nearly 8,000 books and a museum for its growing collection of illustrative objects of Indian arts and produce ; it has long been my wish that a single building for these two purposes should be erected by the English people, so that it might bear the inscription : "Erected by the British people as a token of goodwill to the Hindu community.* I know what that would mean to the Indian heart, so quick to respond to sympathy, and now resentful because it feels that sympathy is withheld. We build cheaply in India, and £5000 would cover all we need, and raise in the city dearest to the Hindu heart a perpetual memorial of English goodwill. As the representative of the college now in England, I would gladly receive and transmit to the secretary any funds sent to me for this purpose.

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* Would Mrs. B. permit these words to be inscribed on a Missionary College? or would she think it ought to read " ill will ?" ED., *Ind. Ed.*

THE *TIMES* ON INDIAN EDUCATION.

WE reprint part of a leader from the London *Times* of June 1st :—

The circular which the Government of India have issued through the Home Department to various local governments and administrations on the introduction of political agitation into schools and colleges is an indication, we trust, that they have—none too soon—grasped this truth, and that they are at last directing their attention to abuses on which the agitators have built high hopes. In their actual form those abuses are of comparatively recent growth, and this, the Government declare, is the reason why they have refrained until now from taking specific action to correct them. They consist in the conversion of the whole system of so-called European education in almost all the schools and colleges of certain districts, and notably of Bengal, into an engine for the propagation and the organization of sedition. The original author of this device for turning the education which we have given India against ourselves might be difficult to name; not improbably it has many authors. At all events, the well-known Bengalee agitator, Mr. Surendranath Banerjee, appears to have clearly realised its possibilities soon after he had been dismissed from the Government service, and to have applied it with undeviating consistency within the wide sphere of his educational influence in Bengal. The methods generally employed to inculcate disaffection in the boys and young men in the institutions where it is employed, and the results already accomplished may be gathered from the circular itself as well as from the reports of the educational authorities in Eastern Bengal which were published with the correspondence relating to the resignation of Sir Bampfylde Fuller, who had realized from the first the gravity of the evil. They range from insidious suggestions of disaffection to harangues which are openly and flagrantly seditious, and to the organization and drilling of the students under their masters as the agents of boycotting, intimidation, and crime.

The Government have resolved to suppress this movement in the interest both of law and order and of education, and they announce their resolve in the circular, of which we publish an analysis in another column. They include disciplinary action against schoolmasters who are false to their trust, the withdrawal of the grants in aid from refractory schools and colleges, and disaffiliation from the University. Firmly and steadily applied they will doubtless arrest this particular manifestation of a deep-seated evil. But they will not touch the evil itself. That calls for remedies of another order. Sedition has been successfully engrafted upon the educational system only because that system is unhealthy and unsound. We have made the mistake in India which many thoughtful men believe that democracies are making all over the world; and, owing to the conditions in which we have made it, the nature of its fruits is there obtruding itself upon us—sooner and more painfully than where societies are more solidly knit. From ignorance and incompetence, or from dread of the great difficulties inherent in the task, we have ignored the moral side of education and have limited ourselves to imparting instruction. Instruction severed from the formation of character cannot fit men for the performance of political and civic duties which, whether public or private, always have an essentially moral basis. All it can do is to develop the intellect of the student and so to add to his powers as an agent for good or for evil, but it is impotent of itself to direct those powers when developed to the one or to the other. That is as true of education in England as of education in India, and it is a truth which we have ever borne in mind in our traditional conception of education. The proudest boast of our Universities and of our public schools has been that, whatever their shortcomings, they have raised up a succession of men well qualified to serve the commonwealth in public and in private, and by the consent of all men this boast has been just. It has been just because the discipline of character and the training of the intellect have gone hand in hand, and because we have regarded the cultivation of character as the more important object of the two.

Unfortunately the instruction which we give in India is not only too often divorced from the complementary moral training which alone can make it serviceable to the community but it inevitably tends to dissolve and destroy the foundation of the accepted morality of the Indian peoples. Reverence for authority has been that foundation for long ages, and the first result of instruction in European knowledge, as we give it, is to shatter that reverence. We seldom put anything in its place; we make no attempt to put anything. We leave these boys and young men without a principle to guide them face to face with the problems of life. And it must be remembered that the instruction which they have acquired is of that shallow and superficial order which fosters self-conceit. Their teachers are commonly themselves the less successful products of the system. They have taken in many instances to teaching because they have failed to obtain better employment under Government. They have not the insight, the practical wisdom, and the experience of life required to discriminate between the doctrines they have accumulated out of handbooks and newspapers. They are unable to reject the false, to assimilate the true, and to suspend judgment on the doubtful. On a half-educated proletariat the most subversive of social theories everywhere exercise a special fascination, and that fascination becomes particularly deadly in a land where the Government is absolute and the governors are aliens. The instinct which has led the astute manipulators of the anti-British agitation to seek instruments for their policy in these men and in their pupils has been sure. They are the instruments best adapted for their work in India, and the cries which they repeat elicit an unfailing response from fanatical Radicals at home. That is the reason, as one of the most highly educated natives of India has publicly explained, why a political agitation has been substituted for a movement of social reform. A generation ago the small group of enlightened natives who had begun to appreciate the principles of European civilization bent their efforts to the abolition of the more glaring abuses of Indian social life. But the whole dead weight of native prejudice was against them, and as there was no political capital to be made out of the attempt, members of Parliament on the "make" gave it no support at home. It has accordingly been dropped for an agitation which is engineered by high-caste Brahmins and enforced by the theocratic boycott of the priesthood in India, while it is acclaimed and promoted by the ardent champions of democratic progress in the British Parliament. Of all the ominous features of the movement, this alliance is perhaps the most sinister, as it is the most grotesque. It is aimed at the supreme achievement of our race—at the wise and beneficent Government which for the first time in all the long history of India has blessed her teeming millions with justice and with peace. As we have faith in the strong sense of the British democracy, we believe that it will be baffled. But it can be baffled only by a clear perception of the dangers that lurk in it and of the mischiefs from which it springs coupled with a firm determination to remedy those mischiefs at their source. We have been following false ideals in our Indian education; we must abandon them for ideals more wholesome in themselves and more in harmony with the traditions and the habits of the races we rule.

BLACK-BOARDS.

WE drew attention last month to the Black-boards of the North of England Education Company. This month we publish for general information the specification of a wall surface which has kindly been prepared for us by the P. W. D. in Bombay and been found to answer well.

"The wall is to be plastered 1½ inches thick with a mixture of Sand and Cement in the proportion of four Sand to one Cement. The surface is given by applying a coat ⅛ inch thick of Cement and lamp black powder in the proportion of two Cement, one black. The surface should then be covered with gunny bags, and kept well watered for twenty days, after which it will be ready for use."

A FEW BOOKS ON GEOGRAPHY.

A CORRESPONDENT writes to ask for advice about purchasing a few books on Geography for a High School.

Beginners—probably for three years—should not be given a text book, but taught orally. What teachers want is a series of notes of lessons—preferably in the vernacular. Unfortunately no such series written for India exists. We are trying to lead the way in the series of geography lessons now appearing in the pages of *Indian Education.* There is, however, *A Manual for Teachers of Elementary Geography* by A. C. Gibbon, (*Longmans, Green & Co., p.p. 300*), written for Ceylon conditions, which would be useful in India. Also *Object Lessons in Geography* by V. T. Murché, (*Macmillan & Co. p.p. 320*) and *Object Lessons in Geography*, by T. F. G. Dexter and A. H. Garlick, (*Longmans, p.p. 320*) These books are somewhat too elaborate for Indian Schools at present, but would be useful.

Of class books, suitable say for St. V. upwards we have Longman's *Geographical Series for India*, Book I; The Christian Literature Society's *Manual of Geography*; *Geography for Indian Schools*, by W.H.A. Wood, (Macmillan). The latter, though very complete, appears too lengthy for Indian Schools boys. There is in fact no English book really suitable for anything but the highest standard, on the whole we recommend the Christian Literature Society's book.

The best atlas we have seen is Philip's Indian Model Atlas, 9 annas. It is sufficient for the whole of a boy's career and well worth the money.

For reference for teachers we strongly recommend :—

(i) The Oxford Geographies, by A. J. Herbertson. Vol. I—III (Clarendon Press 1/6—2/6.)
(ii) Black's School Geography, Seven volumes 1/4 each. By L. W. Lyde, (A. & C. Black.) Admirable books, no pictures.

(iii) The Teaching of Geography, A. Geikie (Macmillan p.p. 200)

(iv) Descriptive Geography from Original Sources.
F. D. Herbertson and C. J. Herbertson. Passages from standard authors, chiefly travellers. Well illustrated and most interesting. (A. & C. Black,) Six volumes, one for each Continent.

A very valuable series for pictures is The Elementary Geography Readers, by L. W, Lyde; (A. & C. Black.) The pictures in this series eclipse all others.

A special book on the Geography of India, too detailed for boys in our opinion, is *A New Geography of the Indian Empire* by C. Morrison, (T. Nelson and Son, p.p. 1188.)

PUBLIC INSTRUCTION IN THE UNITED PROVINCES OF AGRA AND OUDH, 1905-06.*

Population.

Males...............	24,616,942
Females...........	23,074,820

Male scholars 543,130 or 14 per cent. of school-going age ; females, 33,206 or ·96 per cent. Total, expenditure Rs 6,621,318, of which Public Funds, Fees, and Private Sources contributed 65, 18, and 17 per cent. respectively.

Collegiate Education.

Arts Colleges (English) 22, with 2,090 pupils. Total expenditure, Rs. 4,32,932, of which Rs. 1,16,548 came from Fees.

Examination results :—

	Appeared.	Passed.
M.A.	14	8
B.A.	268	161
LL.B.	142	30
Matriculation	2,024	1,257

"The growth of expenditure on college education suggests that the period has been one of development, but it gives no hint as to the direction of the progress. There are two ways in which a great change has been brought during the last twelve years. The first is the provision of facilities for the study of science. In 1895, each of the two state colleges was allowed one professor of science, there are now four at Allahabad, and the appointment of a fifth is contemplated and there are two at Benares. In aided and unaided colleges the same movement has been strongly marked, and everywhere money has been spent freely to equip physical and chemical laboratories. At the beginning of the period there was no separate Faculty of Science, and this subject was but one of the four subjects which a student might select for his degree examination in Arts. The Faculty of Science has since been created, and it now provides two complete and alternative courses in science for the B.Sc. degree. There is every indication that the study of science will to a still larger extent in the immediate future replace purely literary studies in the Allahabad University. Another improvement that deserves mention is the very general establishment of well built and well managed hostels for the residence of students at all colleges, with scarcely an exception. A third development may also be mentioned, the attention given in most colleges to physical training and manly games. The decision of the University to allot Rs. 1,000 every year to institute and maintain a University tournament, and the example set by the Muhammadan Anglo-Oriental College have been the main contributors to the success of this beneficial movement."

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* Report by T. C. Lewis, Esq., D.P.I.

"The mechanical apprentice class at Roorkee has not hitherto trained men of sufficient general education, or given them any scientific knowledge of mechanical principles or of the action of steam or electricity, such as are required, in addition to the practical training of a mechanical workshop, to fit them for responsible posts as competent mechanicians and electricians to meet the demands of the present industrial development of the province. In order to supply the growing need, it has been decided to add a 'technical class' to the Thomason College after the summer vacation. It is estimated that Rs. 4,37,000 will be required to put up the necessary buildings and supply the equipment for this class, and to carry out certain other improvements which have been approved. The students, who will be nominated by the various districts, must be of pure Indian descent and they must have passed the Entrance or School Final examination of the university in order to qualify for admission. This is a practical admission that 'technical education must crown, and not replace, a general education'; that it is only effective when brought to bear on those who have already learnt to think. The three years' course will include scientific and practical training in mechanics and electricity and in the management and use of machinery, with a view to qualify men completely for the employment they may propose to seek as a means of livelihood on leaving college. The determination of the Government to do all that is possible to make this technical class a success is obvious from the rules, according to which no fees will be charged, students will be supplied with books and instruments free of charge, and will retain them as their own property on completing the course in a successful manner and obtaining a certificate; free quarters will be provided, and district boards may grant scholarships of Rs. 12 per mensem to their own nominees to cover personal expenses, including messing, servants, subscription to recreation fund, and other miscellaneous extras."

Secondary Education.

High and Middle Schools for boys, 197, with 31,608 pupils, Cost Rs. 12,12,109 of which Rs. 4,98,938 came from fees.

"The conduct of scholars is generally reported to have deteriorated owing to the abolition of the punishment of fines, and the difficulty of finding any other suitable penalty for small breaches of discipline. Boys are quick to take advantage of the fact that they may play truant or come late to school, and laugh and talk in class with some measure of impunity. The decrease in daily attendance is very marked and is generally attributed to this cause. The Chairman of the Bijnor district board remarks that fines are of course open to objection, and appear indefensible to any one accustomed to English schools, but he thinks they were not unsuited to the pecular conditions of Indian schools, which moreover do not admit of the disciplinary measures used in England."

Primary Education.

For boys, 9,156 Schools, with 391,402 pupils. Cost, Rs. 12,17,592, of which Rs. 91,750 came from fees.

Female Education.

"There is a fund of interesting information about girls' schools in the district reports, and allusion is made to the signs of an awakening among the people ; board schools, aided and even unaided schools are more numerous and more largely attended. We hear of the wife of an aided boys' school teacher opening a separate school for girls, and preparing her daughters to start similar schools of their own. A resident of the Basti district has opened a school in which his own grand daughter, who has read in the upper primary section of a boys' school, is now teaching the girls of the village to read and write."

Physical and Moral Training.

"I have on a former occasion referred to the poverty of Indian students and school boys, which checks their devotion to games which have been adopted from a wealthier western people. Yet these games and physical exercises are so beneficial and so popular that it seems an obvious duty to foster them ; the national games that can be played without incurring the same expense cannot serve the same purpose so effectively. In this as in other directions, Indian boys require much more to be done for them than English boys and if their education is to be made complete the help must be given. The case may be illustrated by the remark of the principal of a college who, when noting that the chief difficulty in the matter of games is one of finance, says that the subscription paid by a student is only 4 annas a month—'a ridiculously small sum ; yet many complain even of this and, in addition, expect the very best and most complete apparatus possible.' Another college was unable to take part in the University Tournament because the monthly subscription of 3 or 4 annas left nothing to meet this expense. The same note is sounded with variations from various quarters.

THE NEWS OF THE MONTH.

BENGAL.

AT a public meeting in connection with the inauguration of a Church Education League, held at the Volunteer Headquarters, the Hon'ble Mr. Allen presiding, the following resolutions were unanimously adopted : (1) That a Church Education League be formed. (2) That the objects of the League, without restricting its activities in future, be defined as follows :—(*a*) To rally all Churchmen in Bengal to the sacred cause of Church education ; (*b*) to support the Board of Education and to enable it to extend its energies, with the special object of freeing existing institutions from debt. The needs of the Diocesan Girls' School, Darjeeling, were made the subject of a special appeal by the Archdeacon. The school is intended to accommodate 100 pupils, and the present total is 60. This number would just enable the school to pay its way were it not for the heavy annual interest on the capital borrowed for the new buildings. The payment of the interest is, however, sapping all possibilities of educational development, notwithstanding that the capital was borrowed from diocesan funds. The cost of the new buildings erected after the landslip of 1899 was Rs. 2,86,500, of which Rs. 1,16,300 has been paid off through the combined efforts of Government and the Church. Towards the balance (Rs. 1,70,200) Government now offered half a lakh if the remaining lakh is collected. On the same condition an anonymous friend has promised another half a lakh, while half of the remaining Rs. 70,200 is provided for by subscriptions and the sale of property. Thus the sum for which an appeal is made is not more than Rs. 35,000, which could not be regarded as a heavy demand upon the Church of England public.

A Conference met at Belvedere to discuss the necessary enlargement and improvement of the Presidency College on its present site. It was attended by the Secretaries to Government in the Financial and Education Departments, the Director of Public Instruction, the Principal of the Presidency College, Mr. Kuchler, Inspector of Schools, the Commissioner of the Presidency Division, the Chairman of the Corporation, the Vice-Chancellor of the University, and several others. The Lieutenant-Governor presided. It was intimated that it had been definitely decided not to remove the Presidency College from its present site. The Conference devoted itself to working out a scheme for improving the College where it stands.

The comparative failure of the commercial classes at the Presidency College has lately been brought under the notice of the Chamber of Commerce, and it will be remembered that about two months ago, the Committee considered the advisability of instituting a prize fund. The idea has since taken shape, and the Committee have appealed to the members of the Chamber for contributions to the fund.

The *Calcutta Gazette* has published the Resolution of the Bengal Government on the syllabuses of studies for the various classes which go to make up a Lower Primary School. The resolution explains that the aim of rural schools should be, not to impart definite agricultural teaching, but to give the children a preliminary training that will make them intelligent cultivators; that will habituate them to be observers, thinkers, and experimenters in however humble a manner; and that will arm them with the weapons whereby they may protect themselves against the rapacity of their landlords and money lenders, and the sharp practices of the grain-dealers to whom they sell their crops. Besides being taught the "three R's" and the simple facts relating to agriculture and village life, another side of their studies will be directed to such additional matters as the training of the senses, drawing, drill and manual exercises. The Special Committee which was appointed to recast the condemned syllabuses of 1901 declares that the cause of their failure is that the Vernacular Scheme has allowed the reading about objects to be substituted for the study of the objects themselves, and has ignored the fact that the faculty of observation is not developed and trained by the mere reading of scientific primers. In supersession of the present system the Committee has drawn up a course of studies which is designed to embody educational principles that are applicable to both urban and rural schools, and has wisely differentiated between the subjects that should be taught in boys' and girls' schools. The resolution states that the current system is to cease absolutely on the 1st January, 1911.

The death is announced of Babu W. Chandra Dutt, lately Principal of the City College.

The Rev. E. A. Newton, Rector of St. Paul's School, Darjeeling, has resigned. The Bishop has appointed Mr. H. W. Shawcross, the senior master in the school, to officiate as Rector.

Sir A. Fraser, in the course of his tour, speaking at Bankipore, said: 'Among your remarks on education I am glad to see your approval of the Ranchi College scheme, to which I have given a great deal of time and attention, because of the strong conviction which I have that the Chota Nagpur division ought to have a college of its own, that advantage should be taken of so healthy a site as Ranchi for providing education for the sons of zemindars and the natural leaders of the people, and that such a College will attract students from all parts of this province. I entirely approve of your desire to see your own college at Patna a good college. You heard, and you are beginning now to see, something tangible, of the measures which I am taking to improve that college. Much land has been acquired, hostels are being provided partly by Government and partly by some of yourselves, the accommodation of the college is being increased by removing the school from the college buildings, and the teaching staff is being greatly strengthened. I am sure that you will soon have reason to be proud of your local college."

BOMBAY.

We make the following extracts from recent speeches in the Council: The Hon. Mr. Setalvad (of the Grant Medical College).—"I may be permitted once more to refer to the system of appointing professors to this College. The professorships have come to be regarded as a monopoly of the Indian Medical Service and appointments are made to suit the exigencies of the service. It has consequently happened in the past that a person is moved from chair to chair. Moreover, there is naturally great discontent of indigenous labour being entirely kept out of those appointments. It is, indeed, strange if during its existence of over fifty years the College has not been able to produce a single graduate fit to be a professor at the College." * * * "The Hon. the Chief of Ichalkaranji.—In my humble opinion it would not suffice merely to abolish fees in primary schools. In order that the people should avail themselves more largely of this concession it is necessary that vigorous efforts should be made to induce parents to send their children to school. To gradually accomplish this, I would suggest, that more village schools of a simple model should be opened. At present every four villages out of five are without a school and unless more villages are supplied with schools and steps taken to increase very considerably the attendance in them, education would not make rapid advance. In this connection I would suggest that a great deal would be achieved by encouraging villagers to co-operate with Government in opening a school in their village. From my limited experience I think that if villagers are properly approached, it is not that they are unwilling to co-operate with officials if they take a sympathetic interest in the establishment of a school in their village. If instead of appointing a Government nominee to a village school, the villagers were called upon to select, if possible, their own teacher, they naturally take interest in him and assist him in his work." * * * The Hon. Mr. Selby "believed in the Oxford system of the colleges being grouped together and he would like to see the Bombay College placed alongside the Deccan College in Poona. Each Professor, of Moral Philosophy, Science, Arts, Languages, could serve all the colleges and by specializing in this way a far more efficient University could be provided than under the present system, under which the various colleges were very inefficiently equipped. They would have absolute quietness and no end of land, which ought to make the mouths of the students water. He had great doubts about the wisdom of free education in the Presidency and it would result in a wicked waste of public money."

H. E. Lord Lamington has laid the foundation stone of new buildings for the New English School.

POONA.

A Meeting has been held in Poona, presided over by Sir. P. Mehta, to concert measures for commemorating the services of Mr. Selby to education, A Committee has been formed to collect subscriptions for this purpose.

The Anjuman Imadul-i-Islam, of Karachi, has forwarded a petition to the Director of Public Instruction, at Poona, requesting him to cancel the first lesson headed "Muhammad and Islam" of the second part of the Gujarati sixth book (recently published) which, petitioners assert, contains misrepresentations of historical facts and undesirable language in describing the life of the prophet. A writer in the *Bombay Gazette* says, "In this lesson the author has misstated facts which are historical, and has used low language in describing the life of our Prophet Mahomed and showing their relation to Prophet Ali. Besides this, there are other sentences in this lesson, which are also written in low language, without having any regard to the grammatical relation bearing on the subject, while describing personalities of the dignity of Prophets. On the other hand, we find that the Rishis of the Hindus have been described with great dignity in the plural number, while our Prophets have been described in the singular number."

In the report of the New Girls' School, Hyderabad, it is said, "As regards the teaching of English, we now feel, after our short experience of two years, on a firmer and surer ground, and realize, if possible, even more clearly the great utility and importance of the study of English by our girls, for any real and permanent reform being effected in our society."

A Committee consisting of Messrs. Selby and Sharp, Sir P. Mehta and Mr. Chandavarkar has been appointed to consider the future of Elphinstone College. The following is the reference:— In regard to the Elphinstone College the Committee without prejudice to other subjects of report should be requested to report specifically on the following suggestions which have been made at one time or other:— (a) whether the College should be removed to Poona and located near the Deccan College; or (b) whether it should be removed to the outskirts of Bombay, e.g., to Trombay or Bandra; (c) whether adequate additional accommodation can be provided on the present site—(1) by purchase of the Sailors' Home; (2) by removing the Law School elsewhere or otherwise; (d) whether reclamations by the City Improvement Trust in the direction of Colaba or Chaupati would provide a suitable home for the College; (e) for which of the courses or subjects prescribed or allowed by the University the College, if located on the site finally recommended by the Committee, should be equipped. In enumerating the above as alternatives for consideration, it is not intended to restrict the liberty of the Committee to consider and recommend any solution which in their opinion is preferable. It is hoped that some definite recommendation on this particular point may be reached, The Committee should further consider where the Law School should be located in future, what modifications, if any, are desirable in the present Law School course in order to provide a more complete training for the students, and whether a scheme for a whole time Law College either in Poona or Bombay can be elaborated.

The Jain Graduates' Association have sent an application to the Registrar:—We submit that a University ought to encourage, as far as it lies in its power, the revival of the study of the ancient writings of each community. This principle has been followed in the introduction of the study of the Avesta and Pahlavi languages in the Arts Examinations and by their later introduction in the Matriculation Examination. The facility and encouragement given to the Parsis by the introduction of these languages for the Arts study, produced so very satisfactory results that the University deemed it fit to extend the study of those languages to the Matriculation Examination. This facility and this encouragement our Association prays for the Jain literature. Our Association, therefore, hopes and trusts that this their prayer will be heard and justice done to the works of learned Jain authors, when the Syllabus of our University is revised.

BURMA.

A Mahommedan Education Conference has been held at Mandalay. It was unanimously agreed to retain Burmese as the medium of study because a large number of Mahomedans speak the language, and that Arabic and Urdu be kept as optional subjects. The Urdu language will be retained in its purity where Urdu is the mother-tongue in all Muslim indigenous schools.

At the fifth Criminal Sessions of the Chief Court M. A. Ages, late overseer, P. W. D., was unanimously found guilty of being in possession of a forged school Seventh standard pass certificate. In sentencing the prisoner his Honor told him he had been found guilty of a very serious offence and he must have been in league with someone in the Educational Department to have obtained a forged certificate; and that a severe punishment was necessary. The accused was sentenced to five years' rigorous inprisonment.

CEYLON.

The scheme of commercial education laid before Government, after consultation with the Chamber of Commerce, with the Director of Public Instruction and the Principal of the Technical College, has now been approved. It is based on the system of the London Chamber of Commerce. There is a great dearth of shorthand clerks, competent corresponding clerks, typewriters, etc. Some firms have tried to get their clerks to learn shorthand and typewriting. There have been classes at the Technical College for this purpose, and employers have allowed their employees to go off earlier in the afternoon to attend these classes. Generally these attempts have been in vain. The various schools are now invited to prepare pupils for an examination which will entitle them to certificates by the Chamber of Commerce, (and the Technical College is specially to be utilised for this purpose.) The board of examiners will be partly of Government officials and partly of officers appointed by the Chamber. The subjects will be shorthand, typewriting, commercial arithmetic, book-keeping, Precis-writing and writing of business letters, English composition, orthography and geography. An instructor to teach all these subjects, except shorthand and typewriting in which the Technical College already possesses an instructor, is being advertised for. The pupils will have to pay a moderate monthly fee, and lay a deposit to cover costs of books and the stationery. The supervision of the commercial department will be in the hands of Mr. T. Cockerill, F.C.S., A.I.E.E. and the classes will be held in the day. The examination will be held about the end of June each year, a year being allowed for instruction.—

The death is announced of Prof. C. H. Burgen, of the Medical College. He had only been in Ceylon a few months, and fell a victim to enteric fever.

The following application has been made to Government :—To His Excellency the Governor, President of the Legislative Council of Ceylon, Colombo.—May it please Your Excellency,—We the undersigned Managers of Government Grant-in-aid Schools under the Wesleyan Mission in the Eastern Province, beg to state that application was made to Government, (*vide* Rev. J. A. Barker's letter, April 2nd, to Your Excellency) for a Grant-in-aid of the re-construction of schools destroyed by the recent cyclone. This was dealt with by the Colonial Secretary, who pointed out in reply that Government considered themselves not justified in making a grant of public money for the building of Mission schools. (See his letter dated April 22nd, 1907, No. 7304). We now approach the Government through Your Excellency for a loan of ten thousand rupees (Rs. 10,000) on easy terms of re-payment. We are ready to furnish sound security, and earnestly hope that the application may be granted. Permit us to cite as precedent for this, a Government loan of Rs. 10,000, made to the Kandy Industrial School on December 20th, 1894, at 4 per cent. interest, the capital to be paid off by 1933. Awaiting your favourable reply. —We beg to remain, Your Excellency's obedient servants, A. Lockwood, Batticaloa. J. A. Barker, Kalmunai.

MADRAS.

Mr. W. E. Smith, of the Rangoon College, becomes Professor of Chemistry in the Presidency College ; Mr. J. H. Stone, Principal and Professor of English, in the same College ; and Mr. H. S. Duncan, Inspector of European Schools.

The death is announced of Mr. P. Shrirama Shastri, late Professor of the Maharajah's College, Vizianagram.

Recently there was a good deal of excitement in Mysore official circles over the discovery that the question papers set for the Mysore Local Service and Pleader's Examinations had become public before the date of examination and enquiries were at once instituted as to the manner in which the leakage occurred. It would appear that up to the year 1892 the Board of Examiners used to have the question paper cyclostyled, but subsequent to this year they have been printed at the Central Jail Press. The reason assigned for selecting the Jail Press for the purpose was that the chances of the question papers leaking out were thus reduced to a minimum. It was supposed that the convicts employed on the work having no access to the public and being illiterate would find it next to impossible to communicate the contents of the paper to anyone outside the Jail walls. To the Secretary of the Board of Examiners was entrusted the duty of seeing the papers through the Press. Certain circumstances giving rise to suspicions, an enquiry resulted in the Board deciding that there was only evidence to prove that there had been a leakage in regard to the paper on the code of Criminal Procedure, which paper was cancelled, a new one set, and the examination was proceeded with. Government subsequently made an exhaustive enquiry into the matter, with the result that several officials were hauled over the coals for laxity of supervision and want of proper discretion, and it was decided that it was inadvisable any further to entrust the work of printing of examination papers to criminals. They have, therefore, ordered the abolition of the Jail Press and the transfer of the work done there to the Central Press.—*Times of India.* 12-7-07.

There has been a Congress of Sanskrit teachers at Calicut. The representatives were pleased to hear that Mr. C. Sankara Nair, the Advocate-General, had promised Mr. Krishnama Chariar to assist in the establishment of a Sanskrit College at Calicut on cosmopolitan and non-sectarian lines for the promotion of higher studies. Sri Manavikrama Ettan Rajah congratulated the Conference on the patriotic offer of Mr. Sankara Nair and also promised to do all he could to further the object. The Conference adopted a Resolution to formally request Mr. Sankara Nair to help in the establishment of a Sanskrit College, and to offer him their sincerest thanks for the interest he was taking in the progress of Sanskrit education. The Conference also offered a hearty vote of thanks to Mr. R. Krishnama Chariar, M. A., for the masterly discourse he gave in Sanskrit on "How to make a Critical and Rational Study of Sanskrit Kavyas," which he illustrated by his own critical study of the immortal "Raghuvamsa" of Kalidasa. The meeting adopted a Resolutlon requesting Government to appoint supervisors to go round the Presidency giving practical lessons on modern critical methods in Sanskrit schools.

PUNJAB.

A party has been given in Lahore by the Chief Judge and the Judges of the Punjab Chief Court to meet the Hon'ble Mr. Justice Chatterjee, C.I.E., on his appointment as Vice-Chancellor of the Punjab University. The leading members of the European and Indian communities of the station present in Lahore attended. The Hindu, Sikh and Mahomedan communities mustered strong. In the course of the evening Sir William Clarke after eulogising the qualities of Mr. Justice Chatterjee, said the opportunities for the different races to meet in this friendly fashion were few, far too few. Small differences in the habits of the two communities were a difficulty in the way. What the Europeans did at one time, the Indians did at quite another, and this rendered frequent meetings difficult, but all this was no reason why the bond of good feeling between Europeans and Indians should not be strong and enduring. Sir William went on to say that though there was no denying that there was much that tended to keep them asunder, yet it was equally certain that there was much that brought them together. He said that their fortunes were indissolubly linked together, and that what would be fatal to the leaders of one race would be fatal to the leaders of the other races. It was an auspicious omen that on the present occasion the leaders of all the three great races, European, Hindu and Mahomedan, should have met together to rejoice over an honour conferred upon a Hindu, and it was, he said, very gratifying to see that the leaders of the various races had attended for that purpose in their full strength. Mr. Justice Chatterjee, in reply, dwelt on the importance of promoting good feeling and friendliness between the communities pointing out that it was especially necessary at the present time for His Majesty's subjects to live together in peace and mutual good will.

Auckland School, Simla, is losing its Principal, Miss Strong, who retires next December. Her successor is likely to be Miss Thring.

A broad-minded religious undertaking in the form of a Sunday School Union has been set on foot in Simla with the Hon. Major-General Scott, C.B., R.A., as President, and the Rev. E. J. Warlow, M.A., the Rev. and Hon. A. Gordon, the Rev. J. H. Bateson, the Rev. E. Palgrave Davy, the Rev. J. G. Potter, and the Rev. J. Redman as Vice-Presidents. The objects of the Union are to encourage regular Bible study among the young people of Simla and to endeavour to gather into such one of the existing Sunday schools as parents may approve, any children who are not already in attendance, especially such as are not being taught at home. The aim being to supplement and not to supplant, home teaching. The Union makes no claim to interfere with the distinctive methods at present adopted, each school being free to follow its own lines and scheme of teaching.

UNITED PROVINCES.

At a meeting of the Kshattriya Educational Conference held at Naini Tal, Raja Balwant Singh Bahadur, C.I.E., of Awagarh, promised a donation of five lakhs of rupees for the maintenance of the Kshattriya High School at Agra and of Rs. 1,10,000 for the college fund.

The Secretary of State has appointed Mr. A. D. Imms, of Christ College, Cambridge, B.Sc. London, M.Sc. Birmingham, to be a member of the Indian Educational Service, and to hold the appointment of Professor of Biology at the Muir Central College, Allahabad.

From the *Central Hindu College Magazine.*—It is pleasant to put on record here, as the first paragraph, the consecration of the Sarasvati Temple, erected by the Dowager Rani of Majhauli in the northern compound of the College. Our readers will remember the laying of the foundation stone, and the Rani Saheba now came once more to finish her good work. A shamiana was erected near the Temple, with chaukis and carpets for the sabha of Pandits, and chairs for the general visitors; homa was performed and the ceremony of pratishtha followed; the murti—which was a beautiful one, carved by a Benares sculptor—was placed within the Temple, and the Patron Devi of the C. H. C, is now formally enthroned. The good Rani was very happy in seeing the crowning of her wishes, and her name will go down the centuries as one of the benefactors of the College.

GENERAL.

From Cambridge :—Although India has this year failed to unearth another Senior Wrangler—and she is not likely to do so now that the Order of Merit is to be abolished—several Indians have gained the usual triumphs in the various Triposes. For instance in the Natural Sciences Tripos no less than four Indians passed in the First Class, but perhaps the greatest success achieved was by Panna Lall who obtained a First Class in the Law Tripos with three Englishmen. Last year he secured a First Class in the Natural Sciences Tripos. He is a scholar of St. John's. The highest place in the Mathematical Tripos was the 20th position which was occupied by Mahadeva Vishnu Bhide of Poona, who is a son of Mr, Vishnu Sakharam Bhide. Those obtaining a First Class in the Natural Science Tripos were: Ardeshir Rustomji Dalal, Guan Cheng Lim, Dhirajlal Dayabhai Nanavati and Jagannath Luxmon Sathe. The first named two were exhibitioners of their College. As the result of their splendid work in Triposes, Mr. Bhide has been appointed to a Foundation Scholarship, as has Mr. Lall, whilst Messrs. Sathe, Dalal, Lim and Nanavati are elected to Exhibitions.

Early Percy in the House of Commons said—"He viewed with profound dismay the expenditure which he understood the Government contemplated in connection with free education. Free education would be an entire departure from the principle on which the Government of India had hitherto acted. The principle hitherto had been that no school in India should receive any aid which did not charge fees, whereas the new policy contemplated was that no school should receive a grant unless fees were altogether abolished. If the Government carried out this new policy they would run a grave risk of destroying just that part of the educational system which appealed most strongly to the religious instincts of the people because a State system of secular education would never appeal to millions of the most loyal of the King's subjects in India. (Hear, hear.) The Government would be much more likely to popularize education by extending the system of grants in aid to all denominational schools than by attempting to foist upon the whole population a State system which ran counter to prejudices very deeply ingrained. (Cheers.)"

Mr. Percy Brown, Principal of the Art School at Lahore, was lately invited by the Maharaja of Kashmir in order to discuss the practicability of a scheme for art and technical education being put into effect at an early date in Kashmir. The result of Mr. Percy Brown's visit has been that a complete and practical proposal has been submitted which has met with general approval and it is anticipated that before long Kashmir will possess an Art and Technical Institution, conducted on most approved lines which will aid considerably in improving the arts and industries of the state.

The Education Committee of the Calcutta Missionary Conference have addressed to Mr. Earle, the Director of Public Instruction, a statement which concludes as follows :—While receiving with satisfaction the assurance of Government that they will continue "to encourage such institutions as primary mission schools by grants-in-aid and other means in their power, this Conference would respectfully point out that should the control of such school pass from mission authorities to the Government —a change which many fear would be the necessary result of free primary education being made compulsory—missionary societies may be reluctantly compelled to reconsider their whole attitude towards primary education, if not to withdraw from it altogether. The Conference, therefore, desires to express the hope that before any system of free primary education, which may prove detrimental in its effects on primary mission education is adopted for India, some means may be devised to secure the co-operation of missionary educationists, to whom Government has so often in the past expressed their indebtedness in the cause of education. Especially is this desirable in regard to the department of female education in which missions have had so large a share.

As is well known it was after the second fall of Jerusalem, 70 A. D., that many Jews fled and settled on the Coast of Malabar. In 1565 a large number migrated to Cochin, where they have lived ever since. During the first years of their stay in Cochin, things went well with them, and they did much to help themselves. Gradually, however, they lost the old interest in themselves, and as the years went on they did little or nothing to improve the state they had drifted into. The education of the young was neglected and those who desired to learn had to go either to Bombay or Madras for their education. A few years ago a small elementary school was started to educate the younger children, and with this the community seemed quite content up to now. But very recently the Jews, realising that higher and more advanced education is needed, have bestirred themselves and are earnestly endeavouring to establish an institution which will bring their education up to the Lower Secondary standard. The proposed school will be open to both the White and the Black Jews. In order to place the school on a good financial basis, one of the leading Jews, Mr. S. Koder, approached the Anglo-Jewish Association for aid and that Society has readily agreed to provide a sum of £150 a year for the upkeep of the school. Generous, however, as this offer is, it is found that the amount is insufficient to cover the expenditure ; so the Jews are going to raise a public subscription amongst themselves, and they also intend to apply to the Cochin Durbar for a grant under the Educational Code. The Jews have every hope of getting a liberal support from His Highness the Rajah of Cochin, for from the time of their settling in Cochin several centuries ago, the successive Rulers of the State have shown them every consideration and treated them with extreme liberality.

Mr. Chaudhari at the Patna District Conference said Government education was " too narrow and exclusive in its scope, too purely learned, and literary in its nature. A little literature, a little history, a little philosophy, a little training for the services and the learned professions—this is all it has to give us, But such a system will leave India fatally behind in the rapid progress of humanity. We need a system more modern, more varied and comprehensive, more up-to-date in its methods, more bright, swift and formative involving less strain, and giving more efficiency. We want to have a liberal education, wide in its culture, and free from pedantry. We want to have more specialists and scientists. We want to train ourselves in commerce and industry, so as to compete on equal terms with other people. We want to be equipped for the thousand and one crafts and industries which feed the wealth of a nation. We want, too, to have a brighter, more vigorous, more many-sided manhood. To work out and organise such a system for ourselves : here is a wide and splendid field of energy into which we can throw ourselves, and in which success depends entirely on our own efforts. Such a system has recently come into the field under the auspices of some of the ablest and most respected educationists in our country, and has received the name of National Education."

The Punjab Department have published a handbook to the Government Training Class for Male Teachers at Sanawar. The Principal is Mr. A. G. Ross, M.A., B. Sc. Candidates for admission must be 18 years of age, and have passed a High School Final or Matriculation Examination, The course of study will be from March to March, stipends of Rs. 80 will be allotted to selected candidates. The Lawrence Military Asylum will be used as a Training School.

CORRESPONDENCE.

SIR,—It shall be a great favour to the whole class of teachers if you will kindly give some space in your widely circulated magazine to their following long-felt want.

It is a pity that many schools fail to supply the teachers with books. They spend a great deal and grumble over that much expense, forcing their poor assistants to fight their daily battles without the necessary weapons. Go into a class and you shall see that many teachers have not got of their own even the class texts, They are made to beg for them every day from their pupils, depriving these unfortunate and obliging students of the use of their own possession.

Let me ask how many of our teachers have a small, neat, and useful library of their own, and the answer will be—a very small proportion, What's the reason of it ?—Scanty means.

Some one would say that the school libraries have got all the books wanted. Let me answer—they are occasionally not there or taken away by some one. Library books are not so useful to a teacher because he cannot have them with him for ever nor can he mark there what he wants; so such library books give him very little help.

The best remedy, therefore, is this—that the authorities should buy the best and indispensable books including the texts at wholesale prices and supply them to the teachers free and the less important ones, at half the price to those who would like to have them.—Yours, &c., H.

REVIEWS OF BOOKS.

LESSONS ON DOMESTIC ECONOMY. *By E. A. Keeley.*

(HIGGINBOTHAM & CO., MADRAS. *Pp.* 111.)

INTENDED for Anglo-Indian and Eurasian girls. This little book is clear, sensible and practical. Its advice, though very simple, is certainly often needed, and is couched in pleasant inoffensive language. There is a good chapter on Income and Expenditure; people living in Bombay will read with mournful amusement that Rent and Taxes ought to amount to $\frac{3}{20}$ of their income! $\frac{10}{20}$ is not unheard of in this city.

A NEW ENGLISH—MALAYALAM DICTIONARY.

By J. Zacharias. (BASEL MISSION REPOSITORY, MANGALORE.) Rs. 5.

WE regret that we have no Malayali contributor to review this book, and our few notes on it can hardly possess much value. Nevertheless we may notice as points visible to anybody, the size of the work—1400 pages; the exhaustive completeness of the English vocabulary, and the general excellence of the type. The binding too is good, except that it is a great mistake to cover the boards with nothing better than thin paper. We feel, however, that it goes beyond the school-boy's limits; it is appropriate enough as a work of reference for the teacher.

A TEXT-BOOK OF PRACTICAL PHYSICS.

By William Watson, D. Sc., F. R. S.

(LONDON; LONGMANS, GREEN & CO., 1906) *Ppxvi*+626. *Price.* 9s.

THIS important book on practical physics by Dr. Watson, the author of the well known Text-book of Physics, is described as intended to serve as a book of reference to the student working in the laboratory. It is not intended that any one student should work through all the experiments but that the teacher should select from it those which he considers most suitable. The directions given are applicable to any pattern of apparatus, the aim of the book being to draw attention specially to those points which require care and to indicate the most common sources of error.

The first chapter deals with the treatment of results in physical measurements including the use of calculating machines. The seven chapters which follow deal with general physics, measurements of length, mass, density, elasticity, time, viscosity and surface tension and of atmospheric pressure. The further division of the book is as follows:

Chapters IX to XVI, experiments in heat; Chapter XVII, sound; Chapters XVIII to XXIII light; then comes an excellent Chapter on the measurement of the earth's magnetic field; the rest of the book, Chapters XXV to XXXIV, is devoted to electrical measurements. There is also an appendix giving a set of useful tables; there are also hints on glass blowing which from experience we can recommend as exceedingly useful, instructions as to the silvering of mirrors and the mounting of crosswires in telescopes and microscopes.

The ground covered by the book is wide and the selection of experiments well made so that one can find a description of almost all of the usual processes used in the physical laboratory. We have found the theory and the directions given to be adequate. The book is well up to date, containing accounts of recent work in physics.

For students appearing for University practical examinations in physics the book is eminently suitable and we can strongly recommend it.

The printing and illustrations are of a high standard of excellence.

A PRACTICAL CHEMISTRY NOTE-BOOK FOR MATRICULATION AND ARMY CANDIDATES.

By S. E. Brown, M.A., (Camb.), B.A. B.Sc., (Lond.) Pp. v+55.

(LONDON: METHUEN & CO. N.D.) *Price* 1*s.* 6*d. net.*

THIS little book while it presents nothing very fresh in its treatment of the subject, is well planned and the course laid down would form an excellent introduction to practical chemistry. In preparing the book, one of the objects the author has had in view is the maintaining of the interest of the pupil by ensuring success and accuracy in experimenting. To attain this the pupil, instead of reading through detailed accounts of manipulation, is expected to note points of importance in the demonstrations of methods of working given by the teacher. A number of such experiments for demonstration is given.

The work is of a simple nature including distillation; solution and the estimation of solubility; the action of heat and common bodies; air, oxygen and experiments bearing an oxidation and combustion; acids, alkalies and neutralisation; hydrogen and its properties; nitrogen.

The experiments are well arranged and are of the type that is we understand to be required in the new course of practical chemistry for engineering students.

THE OXFORD TREASURY OF ENGLISH LITERATURE. I—OLD ENGLISH TO JACOBEAN, II—GROWTH OF THE DRAMA.

By G. E. Hadow & W. H. Hadow. 3*s.* 6*d. each* (*Pp.* 400).

THESE volumes contain typical selections in verse and prose, they are suitable for College Libraries, and will be found useful by students who are taking up English Literature as a special subject. We must say we doubt the value of this subject (in its early periods), to Indian students, and it certainly is rarely chosen; but to such as choose it the volumes may be recommended. The professor, on the other hand, who has or ought to have complete editions will be rather bored by the presence of selections from such an author as Chaucer. But he too will be glad to obtain some fragments otherwise not easily accessible.

AN EASY POETRY BOOK. *By W. Williamson.*

(METHUEN & CO.,) 1*s*.

A SELECTION of well known classical pieces. But what is meant by "Easy"? The sixteenth piece is "My heart leaps up when I behold"; how many grown people understand this? We think in point of real difficulty of comprehension the selection is over the heads of Indian schools.

BLACK'S PICTURE LESSONS IN ENGLISH, I, II. *6d. each.*

THESE books contain each fifteen coloured full page illustrations, chiefly from English life; together with exercises in elementary composition founded on them. They are all of a familiar type, suitable chiefly for children whose surroundings contain nothing to evoke the intelligence. Our experience does not enable us to criticise them, but we believe they might be found useful for English children in India.

The pictures, however, would be useful in any Indian School, for showing to the younger classes. The following is a list, from Book I, Children at the Seaside; At the Zoo; Robinson Crusoe in his Cave; The Children's Tea; A Cottage Fireside; Toilers of the Deep; Stirling Castle; The Weaver's Cottage; Fire-engine; A French Family at Breakfast. From Book II: The Young Customers (in a shop); Washing Day; The Emigrants; The Cabman and his Horse; The Harbour; A Fishing Village; A Swiss Valley; A Dorsetshire Village; A Hebridean Fisherman.

ENGLISH POETRY FOR INDIAN BOYS. *By J. Nelson Fraser.*

(LONGMANS, GREEN & CO., 4 *As.*)

THE TEACHING OF ENGLISH POETRY. 6 *As.*

(LONGMANS, GREEN & CO.)

THIS selection of poetry is characterised by the following features:—

(i) All the pieces are short.

(ii) Almost all are lyrical; the topics selected are as varied as possible, excluding hymns and love-poetry. As a rule, no author appears twice; and the whole range of English poetry is represented.

(iii) Vague and unintelligible language has been excluded.

(iv) The seventy-seven pieces chosen comprise all degrees of difficulty, within a Middle and High School compass.

"The Teaching of English Poetry" contains an account of what poetry is, and its significance in the life and history of a nation. It contains also some directions on elocution; full instructions regarding the teaching of poetry, and explanatory notes on the poems. It is not extended for the use of the class, but for the teacher.

BOOKS RECEIVED.

Practical Arithmetic... ...{ Pupil's Series Book I, 2*d.*
Do. do. Book II, 3*d.*
Teacher's Series Books 1 & 2 each 9*d.* } (*Longmans.*)
Durell: Elementary Problem Papers. (*E. Arnold.* 1*s.* 6*d.*)
Atherton: German Course. (*Bell* 2*s.*)
Esperanto. The Secretary, Kathiawad Esperanto Society; Jetpur, Kathiawad.
Keeley: Domestic Economy. (*Higginbotham, Madras.)*
Rational Text Cards in Arithmetic.
Hartog: Waterloo; Trêsor des Fèves. (*Revingtons.* 1*s. each.*)
Hartog: Poetical French Reader. (*Revingtons.* 2*s.* 6*d.*)
Board: Algebra. (*Methuen.* 1*s.* 6*d.*)
Hawkins: Trigonometry. (*Dent.* 4*s.* 6*d.*)
Barnard and Child: New Geometry. (*Macmillan.* 1*s.* 6*d.*)
Shelley and Stenhouse: Health Reader. (*Macmillan.* 1*s.* 4*d.*)
Frazer; La Famille Troiselle. (*Macmillan.* 1*s.* 6*d.*)
Russell: Geometry. (*O. U. Press.* 6*s.*)
Sen: The Essayist. (*R. Narayan Lal, Allahabad. Rc.* 1.)
Fitzgerald: Parlez-vous Francais. (*Longmans.* 1*s.*)

OUR CONTEMPORARIES.

FROM *The Christian Citizen* for June 15th:—"The present FAILURE OF EDUCATIONAL MISSIONARY INSTITUTIONS must be traced also to the fact that they are exclusively employed in manufacturing candidates for the secular University examinations; they do not train up men for the public ministry. "The greater part of the public ministry of our Lord," says Mr. French, "was devoted to private teaching and training of the Apostles. Similarly we are told that the Apostles served the Church at large by carefully training groups of students. Cardinal Newman, for instance, writes, 'scarcely had the new dispensation opened when St. John is recorded to have about him a number of students whom he familiarly instructed.'" The same was done by the former great missionary educationists. They used their missionary educational institutions not only for imparting an academical training of a high order, but also for training ministerial workers,—missionaries and pastors. And hence the phalanx of accomplished Indian workers in Bengal and the North, as well as in Western India; the great writers, preachers, and controversialists, who performed great service in the extension of God's kingdom among their educated compatriots. Besides, the theological training given to the converts was shared by the most advanced Non-christian students, and the missionary schools and colleges were, in this way, truly *missionary* in character—powerful engines for spreading the knowledge of the religion of Christ. It is most disappointing that though Mr. French dilates, at length, with a show of learning, on the utility of a learned Christian ministry, to grapple with learned error, he says little or nothing about the training of a band of *learned Indians* for missionary work in their own country and among their own people. The missions generally are notorious, at present, for their advocacy of an illiterate and feeble Indian ministry. They will not train up Indians for superior evangelistic and pastoral work; and it is natural for them to pursue this down-grade policy. As they send out usually a contingent of little men from England, it is deemed politic to surround them with Indians of the same stunted growth. And what can such men achieve? and what wonder is it that their carcases lie scattered on the battle-field, their standards being snatched away from them, and their

Captain disgraced and dishonoured. Instead of writing in a self-gratulatory tone about Missionary Education, as Mr. French has done, he should have composed a dirge to help his patrons in England to join him in bewailing the defeat and dishonour of himself and others in their sphere of missionary educational activity. Ichabod—the glory has departed—needs to be inscribed in large letters on our missions for educated Indians."

From the *Central Hindu College Magazine* for June:—The following PRAYER has been suggested for daily use in Colleges and Schools wherein pupils of all faiths are gathered, in opening the school day: "O Ishwara, Ormasd, Jahveh, Amitabha, God, Allah,—Thou who art one, but art known among Thy children by many names; we pray Thee that those who are here gathered may grow in the knowledge of Thee and in love of all who have come forth from Thee, and may become in their manhood examples of true Religion and of patriotic service to their Motherland and the Empire."

From the *Hindustan Review* for June:—On his arrival in India as a Judge of the Calcutta Supreme Court in 1783, SIR WILLIAM JONES had picked up a little Hindustani for making himself understood by his servants. With a view to learn Sanskrit, he began to search for a pandit. No Brahman, however, in those days, would undertake to teach a *yavana* the sacred language of his *shastras*. In vain did Sir William ask his friend, Maharaja Siva Chandra of Krishnaghur to help him in the matter. In vain Sir William offered a large tempting salary. Cupidity led one or two pandits to wait upon Sir William for striking a bargain. But when their neighbours came to know what they were about, they were threatened with social ostracism. Those threats were sufficient to deter them away from the presence of Sir William. He himself went to Navadwipa, the great seat of Sanskrit learning in Bengal, to persuade a pandit to become his tutor, but every one to whom the proposal was made, declined the offer. At last, after much trouble, a learned pandit of the Vaidya caste, by name Rāmlochun Kabibhushan, was secured at a monthly salary of Rupees one hundred . . . The conditions the Pandit made and which were all agreed to by Sir William Jones, showed the nobility of his nature. A room on the ground-floor of Sir William Jones house was selected as the study. The floor had to be overlaid with marble. A Hindu servant was employed to wash the floor and the walls up to a certain height with water from the Hoogly. Wooden chairs and a wooden table were the only furniture allowed. These also were washed every day with sacred water. The hour fixed for teaching was in the morning. A cup of tea was all that Sir William Jones could take before sitting down with the preceptor. Beef, or veal or pork was not to enter the house. The preceptor had a small dressing room which also had to be washed every day with sacred water. He had two suits of clothes, one of these was kept in the dressing room. Arrived at the house, he changed his dress, and when leaving the house, he did the same. When he began his study, Sir William Jones, of course, knew nothing of Sanskrit, and his perceptor knew nothing of English. The little Hindustani that Sir William Jones had succeeded in picking up, served as the medium of communication between preceptor and pupil. Very much depended on the intelligence of both. It is satisfactory to state that at the expiration of a year, the pupil was fully able to express himself in simple Sanskrit. What is most difficult in the acquisition of Sanskrit is the gender of the nouns and the declensions of verbs. One can easily conceive that Sir William must have, at the outset, drawn up a list of substantives and verbs, and then proceeded to their declensions. It would be very interesting to know his actual procedure, but unfortunately, there is no record which can throw any light upon it.

We find ourselves thoroughly in agreement with the following Editorial Note from the *Educational Review* for June :—

Mr. Stone has been gazetted as Principal and Professor of English, Presidency College. Mr. Duncan takes his place as Inspector of European and Training Schools. We cordially give congratulations when congratulations are due, but we must confess that personal matters are little regarded by us in comparison with educational interests as a whole, and we must say that we have here a first rate example of how not to do it, of a system that is responsible for a great deal of the evil abroad to-day. Man seems made for the service rather than the service for man. In what we have to say we hope we are led solely by educational considerations. We have no scores to pay off, no axes to grind. The same Inspector has not for five years past inspected the same school twice running. The figures for Doveton College are :—

1899	Mr. Marsden
1900	,,
1901	,,
1902	Mr. Elliott
1903	Mr. Logan
1904	Mr. Stone
1905	Mr. Braithwaite
1906	Mr. Stone.

If the Inspector is a mere watch-dog retained by Government to see that Government gets a fair return for its money, one man is as good as another, and it makes no difference whether he stays one year or more. But if the Inspector is the skilled adviser, the kindly expert to whom staff and pupils look up to as a friend, the choice of the best man, and his retention as long as possible are points of supreme importance. Mr. Stone has had three years' experience of the schools committed to his charge; he knows them pretty well. He has had furlough to Europe and spent his time in studying schools there. Now he is to carry this experience to the Presidency College, where it will not be of the slightest use. We have a high regard for Mr. Duncan and are persuaded that he will bring to his new sphere, the painstaking thoroughness and sympathy that have ever characterised his work. We are sure that Mr. Duncan will not, however, feel annoyed if we point out that he cannot for a few months at any rate be to European Schools what he would wish to be. He has, and any man similarly circumstanced has, everything to learn. Mr. Duncan will make acquaintance with the schools, and when he has got familiar with the problems that daily face them, and when he is about to be of real use to them, hey presto, with a wave of the magic wand, the arch conjuror whisks him back to the Presidency College. Da Capo : The whole dreary process begins once more.

GOVERNMENT NOTIFICATIONS.

PERMANENT NOTIFICATION.

No. 3197 of 1902-03.

Poona: Office of the
Director of Public Instruction,
6th March, 1902.

INDIAN EDUCATION.

The Educational Department is not responsible for anything which may appear in this publication, unless over official signature.

F. G. SELBY,
Acting Director of Public Instruction.

NOTICE.

It is hereby notified that Book VII of the Revised Series of Vernacular Readers in Maráthi has been duly sanctioned by Government and its issue authorised. This book should now be read in Standard VII of Maráthi Primary Schools of the Presidency and the issue in that standard of Books VI and VII of the old Series in Maráthi should be discontinued.

F. G. SELBY,
Acting Director of Public Instruction.

Poona: Office of the
Director of Public Instruction,
24th June, 1907.

List of appointments, etc., in the Educational Department from 14th June to 6th July 1907.

Appointments made by Government.

14th June 1907.—Mr. Sobhraj Hasaram Daswani, acting Deputy Educational Inspector, Sukkur, is granted privilege leave for six weeks from the date of his relief.

19th June 1907.—Mr. C. Efford, L.D.S. (England), is appointed Lecturer in Dentistry at the Grant Medical College, Bombay, pending further orders.

22nd June 1907.—His Excellency the Governor in Council is pleased to make the following appointments:—

(1) Mr. Mahadev Shivram Apte, B. A., Deputy Educational Inspector, Khandesh, to be Deputy Educational Inspector, East Khandesh.

(2) Mr. Govind Bahirav Brahme, B.A., Deputy Educational Inspector, Thana, to be Deputy Educational Inspector, West Khandesh.

(3) Mr. Ramchandra Govind Apte, B. A., to be Deputy Educational Inspector, Thana.

(1) Mr. Chandiram Nekrai Mirani, B. A., Deputy Educational Inspector, Karachi, is appointed to act as Deputy Educational Inspector, Sukkur, during the absence on leave of Mr. Udhanmal Satramdas Sadani.

(2) Khatumal Bulchand Sahani, B. A., is appointed to act as Deputy Educational Inspector, Karachi, during the absence on leave of Mr. Sobhraj Hasaram Daswani.

25th June 1907.—Mr. Babacharya Y. Kerur, Deputy Educational Inspector, Dharwar, has been granted privilege leave for two months with effect from the 3rd instant.

26th June 1907.—(1) Miss. R. Navalkar, B. A., substantive *pro tem* First assistant, High School for Native Girls, Poona, is appointed to act as Lady Superintendent, Female Training College and High School for Native Girls, Poona, until relieved by Miss E. Corkery.

(2) Mr. Ibhrahimkhan Ismailkhan Pathan is appointed to act as Deputy Educational Inspector, Dharwar, during the absence on leave of Mr. Babacharya Y. Kerur or pending further orders.

2nd July 1907.—His Excellency the Governor in Council is pleased to make the following appointments *vice* Mr. Ibhrahim Mahomed Sayani, B. A., retiring :—

(1) Mr. Cavasji Jamsedji Sanjana, M. A., to be Head Master, Sorabji J. J. High School, Surat, his lien on the appointment being suspended while employed in Foreign Service.

(2) Mr. Ranchhodlal Lallubhai Khambati, B. A., to be Head Master, Sorabji J. J. High School, Surat, *vice* Mr. Kavasji Jamsedji Sanjana, M. A.

(3) Mr. Jamietram Gowrishankar Shastri, B. A., to be Deputy Educational Inspector, Surat, *vice* Mr. Ranchhodlal Lallubhai Khambati, B. A.

(4) Mr. Vrajrai Santokrai Desai, B. A., to be Deputy Educational Inspector, Ahmedabad, *vice* Mr. Jamietram Gowrishankar Shastri, B. A.

(5) Mr. Chaturbhai Vallabbhai Patel, B. A., to be Deputy Educational Inspector, Kaira, *vice* Mr. Vrajrai Santokrai Desai, B. A.

APPOINTMENTS MADE BY THE DIRECTOR OF PUBLIC INSTRUCTION.

18th June, 1907.—The following appointments are made in the Educational Inspector, Sind's Office :—

(1) Mr. D. B. Tolani, 6th Clerk and sub *pro tem.* 5th Clerk, to be 5th Clerk, *vice* Mr. H. R. Hathiramani retired.

(2) Mr. V. R. Jhangiani, 2nd Clerk, Deputy Educational Inspector, Larkhana, to be 6th Clerk.

29th June, 1907.—The following appointments are made in the Broach High School from the 1st proximo :—

(1) Mr. B. F. Mehta, 7th and sub *pro tem.* 6th Assistant to be 6th and sub *pro tem* 5th Assistant till further orders.

(2) Mr. V. C. Desai, 8th and sub *pro tem* 7th Assistant, to be 7th and sub *pro tem* 6th Assistant, till further orders.

(3) Mr. C. K. Bhat, Agricultural Diploma, 10th and sub *pro tem* 8th Assistant, to be 8th and sub *pro tem* 7th Assistant, till further orders.

29th June, 1907.—Mr. I. G. Bhagat, B. A., S. T. C., 8th Assistant, Ahmedabad High School, is appointed 4th Assistant, Broach High School, *vice* Mr. R. I. Parekh transferred to the Inspecting line.

29th June, 1907.—The following teachers are confirmed in their Probationary appointments in the Elphinstone High School, Bombay :—

(1) Mr. A. H. Kher, Probationary 7th Assistant.

(2) Mr. B. N. Vagal, Probationary 8th Assistant.

(3) Mr. M. G. Shastri, Probationary 11th Assistant.

(4) Mr. B. D. Audich, Probationary 12th Assistant.

(5) Mr. K. B. Irani, Probationary 16th Assistant

Mr. H. K. Mehta, B. A., S. T. C., sub *pro tem* 17th Assistant, is appointed Probationary 17th Assistant.

3rd July, 1907.—The following appointments are made :—

(1) Mr. M. G. Kanade, Head Clerk, Deputy Educational Inspector, Khandesh, to be Head Clerk, Deputy Educational Inspector, East Khandesh.

(2) Mr. V. T. Johare, Head Clerk, Deputy Educational Inspector, Satara, to be Head Clerk, Deputy Educational Inspector, West Khandesh.

(3) Mr. V. R. Deshpande, 2nd Clerk, Deputy Educational Inspector, Khandesh, to be 2nd Clerk, Deputy Educational Inspector, West Khandesh.

(4) Mr. N. R. Mehendale, 2nd Clerk, Deputy Educational Inspector, Satara, and sub *pro tem* Head Clerk, Deputy Educational Inspector, Poona, to be Head Clerk, Deputy Educational Inspector, Satara, *vice* Mr. V. T. Johare.

(5) Mr. S. K. Shrotriya, 3rd Clerk, Deputy Educational Inspector, Khandesh, and sub *pro tem* 2nd Clerk, Deputy Educational Inspector, Satara, to be 2nd Clerk Deputy Educational Inspector, Satara.

3rd July 1907.—The following appointments are made :—

(1) Mr. G. G. Padhye, B. A., S. T. C., 2nd Assistant Deputy Educational Inspector, Ahmednagar and sub *pro tem* 2nd Assistant Deputy Educational Inspector, Khandesh to be 1st Assistant Deputy Educational Inspector, East Khandesh, on Rs. 100.

(2) Mr. S. D. Behare, Probationary 4th Assistant Deputy Educational Inspector, Khandesh, to be Probationary 2nd Assistant Deputy Educational Inspector, East Khandesh, on Rs. 75.

(3) Mr. S. L. Asgekar, 5th Assistant Deputy Educational Inspector, Khandesh, to be 3rd Assistant Deputy Educational Inspector, East Khandesh, on Rs. 70.

(4) Mr. K. G. Pundlik, B. A., S. T. C., 1st Assistant Deputy Educational Inspector, Khandesh, to be 1st Assistant Deputy Educational Inspector, West Khandesh, on Rs. 100.

(5) Mr. V. A. Latiff, 3rd Assistant Deputy Educational Inspector, Khandesh, to be 2nd Assistant Deputy Educational Inspector, West Khandesh, on Rs. 80.

(6) Mr. B. M. Patwardhan, 3rd and sub *pro tem* 2nd Assistant Deputy Educational Inspector, Ahmednagar, to be 2nd Assistant Deputy Educational Inspector, Ahmednagar, *vice* Mr. G. G. Padhye.

(7) Mr. M. B. Kasture, Head Master, Vernacular School, Ahmednagar, and sub *pro tem* 3rd Assistant Deputy Educational Inspector, Ahmednagar, to be 3rd Assistant Deputy Educational Inspector, Ahmednagar, on probation.

6th July, 1907.—The following appointments are made :—

(1) Mr. Harumal Assudomal Chandiramani, 2nd Clerk, Government Central Book Depot, Karachi, to be 2nd Clerk in the office of the Deputy, Educational Inspector, Larkhana, on Rs. 30 p.m.

(2) Mr. Pohumal Lekhraj Vaswani, Local Board Clerk, Deputy Educational Inspector Karachi to be 2nd Clerk Government Central Book Depot, Karachi on Rs. 30 p. m.

(3) Mr. Wadhumal Hassamal Balani, a new man to be Local Board Clerk, Deputy Educational Inspector, Karachi, on probation, on Rs. 25 p. m.

F. G. SELBY,
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No. 18.	
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Washing Soda	lb.	0	2
Spoon		0	6
Sand		0	2
Camphor	oz.	0	5
Shellac	oz.	0	4
Spirit of wine see lesson 17			
Flowers of Sulphur	lb.	0	4
Carbon Bisulphide	oz.	0	2
No. 27			
Alcohol	lb.	1	14
Olive Oil	lb.	1	0
Mercury see lesson 3			
Ether Wax Tapers see lesson 5		4	0
Test Tubes	box.	0	12
No. 28			
Balance and Weights see lesson 9			
Flasks see lesson 19			
Evaporating Basin see lesson 23			
Sand Bath		0	4
Tripod Stand see lesson 23			
Spirit Lamp do do.			
No. 29			
Alum	lb.	0	2
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Sand Bath do. 28			
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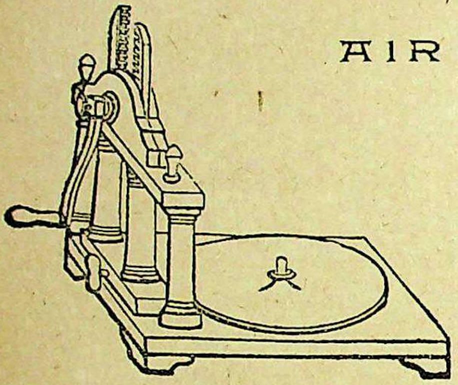
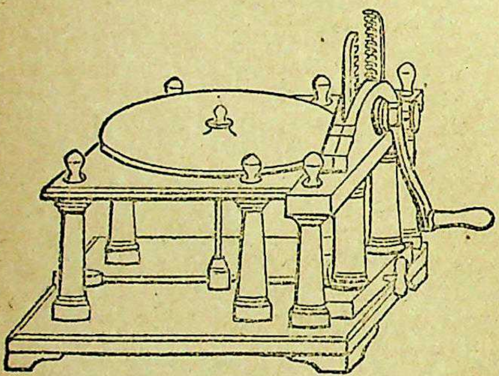


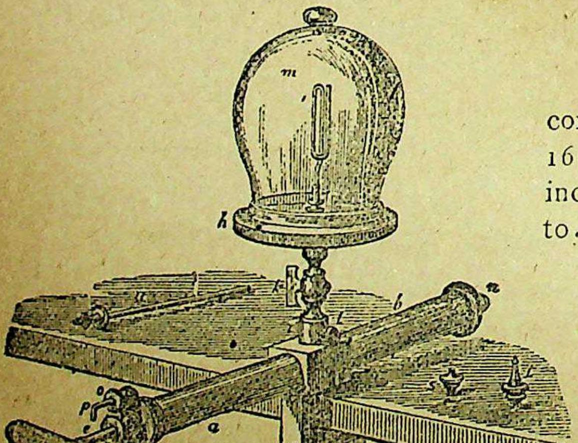
Air Pump, double barrels, 6½ inches long, 1½ inch bore 4¾ inch stroke with 8 inch plate on Mahogany stand, and stopcock between the plate and the barrels, Fig. 1. 120

Fig. 2



Air Pump, double barrels. 7 inches long, 1¾ inch bore and 5½ inch stroke, with 8 inch ground plate. on Mahogany stand, supported by four pillars with small gauge plate, Fig. 2 238

Fig. 3.



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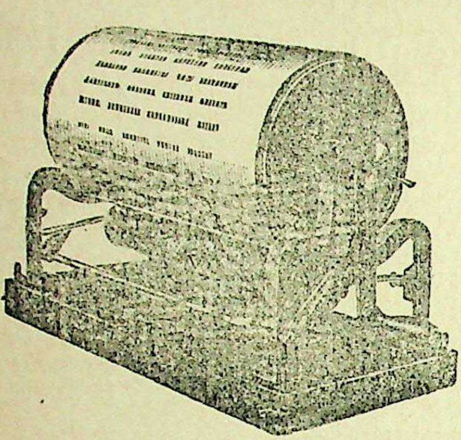

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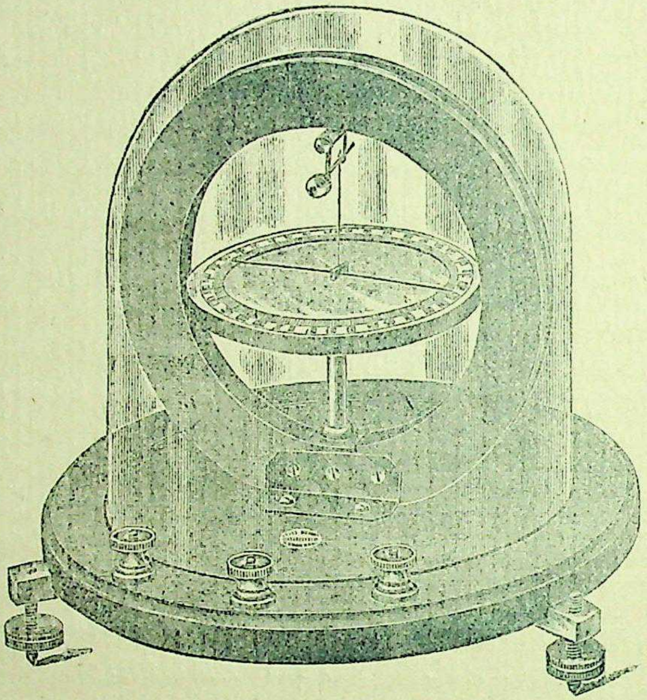

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INDIAN EDUCATION.

We —we have chosen our path,
Path to a clear-sighted end,
Path of advance !

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EDITORIAL NOTES.

OUR readers are probably aware that a proposal is on foot to establish a National College at Coimbatore on the lines of the Fergusson College at Poona. It is not stated in the prospectus whether the College intends to accept a grant-in-aid from Government; the Fergusson College does so,——to the regret of some of its friends. But like that institution, the new College is to be worked by volunteer professors, who will accept stipends of Rs. 75 a month, with prospects of an increase to Rs. 100, with a retiring allowance. This can hardly be called, as some people call it, a starvation salary, but the acceptance of it shows a genuine desire to serve the public, which cannot be too warmly commended. It is one of the misfortunes of India that the employment of foreign professors has set an unnaturally high standard of professorial pay. The Oxford tutor on £300 a year; the German tutor on £200; these indicate a rate of remuneration which would fall short in India of Rs. 1000 a month, though the fact that a foreigner receives this salary suggests to many minds that a native should receive as much.

Provision is to be made for imparting optional religious instruction, in accordance with the creeds of pupils. This feature is not copied from the Fergusson College, and it will be interesting to see how it is developed.

One adverse criticism we permit ourselves on the scheme, that it is a pity the new College is to be located in a new centre. Indian

Colleges suffer much from their isolation, or rather Indian Universities suffer from it. There can be no vitality in a University unless there is a fairly large community of members, who meet and discuss matters informally from day to day. A single College does not provide a community large enough for this.

* * * *

Mr. G. Subramania Iyer, in his Presidential address at the Chittore Conference, condemns education given by foreigners on the ground that "it has made us a nation of quill-drivers and coolies." A little later however he pleads for the employment of Indians as Principals of Colleges on the ground that Indians show distinguished administrative ability in the British service. "Our countrymen administer British districts as Collectors. They are heads of departments and dispose of important and large interests." Does Mr. Subramania Iyer classify a collector as a quill-driver or a cooly?

It is not distinctly stated that the College will attempt any work in the Vernacular; but we should much like to see this done. Such lectures might be given in subjects like History and Philosophy, both with a view to treating these subjects and setting models of good vernacular style. Attendance at them might perhaps be made optional; as it is at many of the most distinguished lectures at Oxford. Those students who were inclined to attend them would not complain of them as a burden.

It is hardly likely that the promoters of the new College will read our pages. But if they do, we wish to congratulate them heartily on their public spirit and to wish them all success.

* * * *

We take the following from an Anglo-Indian journal, which styles itself, (no doubt with good reason,) the leading journal in Asia. "The vernacular side of Indian education is the more important and perhaps that which alone can justify the whole. An uneasy consciousness of this seems to be working in the minds of the educational authorities of late. The teaching of English in mission and other private schools has been forbidden in certain standards during school hours. It may very well be that the motives are and very rightly political; a premature knowledge of English is apt to be connected with sedition."

As the Cullinan diamond is the largest diamond in the world, so we take this to be the biggest piece of nonsense that has ever been written about Indian education. And as the Cullinan diamond was loyally presented by the Boers to the King, so we respectfully offer this treasure to our readers.

It is needless to say that there has been no change in the Bombay standards, (of which the writer speaks) with regard to the teaching of English. It begins in the middle school Standard I, where the ages range from seven to fifteen. To begin English earlier, as we hold, is not fair to the vernacular or to education generally; it may or may not be the case that it would foster sedition in the nursery, but this is not the consideration on which its study there is discouraged.

EDUCATION IN ENGLAND.

THE Parliamentary Session closed on August 29, and in its last days an Education Bill of considerable importance passed into law without exciting controversy either in the press or among the rank and file of either of the great political parties. The King's speech refers to it as 'an act which will secure certain administrative improvements in public education and introduce a system of medical inspection of school children.' The title of the measure is the "Education (Administrative Provisions) Bill." It applies to England and Wales but not to Scotland or Ireland. The new Act deserves the close attention of those who are watching the progress of educational reform in this country. Several of its clauses show how quickly public opinion is moving in educational matters, and how general is the readiness to sanction enlargements of the powers of the local educational authorities and of the Board of Education, provided that the object in view is the increase of educational efficiency and not merely the gratification of sectarian animosity. It is a great mistake to think that during these years of struggle and interminable debate nothing has happened in English education except barren controversy. On the contrary, changes and developments in our educational system have followed one another with surprising rapidity. The measure which has just passed through Parliament shows that the agitation and discussions of the last ten years have not been wasted. National opinion has ripened, and proposals which would have been scouted in 1897 meet with almost universal assent in 1907. Yet the Act will inevitably lead to yet further reforms both in elementary and in secondary schools. In spite of this, the House of Lords passed the Bill without a dissentient voice. This shows how little foundation there is in present circumstances for the charge that the Upper House is opposed to educational reform *per se*. If the Government were prepared to deal reasonably with different sections of religious opinion, they could pass a Bill for the reorganisation of our elementary school system with hardly any more serious difficulty than that which has attended their efforts to place this new measure on the statute-book. But a noisy though limited section of their supporters are unreasonable and violently oppose any practicable compromise. Nor are the party managers on either side particularly anxious to settle a long-standing controversy which helps them to play the political game of battledore and shuttlecock.

The new Act enlarges the powers of the local authorities in regard to higher education. It authorises them to purchase land, either compulsorily or by agreement, for the purpose of building secondary or technical schools or training colleges. It facilitates co-operation between major and minor local authorities in the establishment of secondary schools. It permits the Local Government Board to sanction the repayment of moneys borrowed for educational purposes by a county council within a period of sixty years, instead of within thirty years which was the maximum previously fixed by law. This extension of the period within which borrowed money is to be repaid will lighten the burden of the local education rate, but is nevertheless open to question. Many of the buildings now erected for educational purposes are by no means certain to be regarded as suitable thirty years hence. Yet when that time arrives, thirty annual instalments of the original cost may still be due from the community. It is to be hoped however that, in the exercise of its discretion, the Local Government Board will but rarely permit the period of repayment for educational loans to be extended to the full limit allowed by the new law.

Other clauses of the Act have a direct bearing upon the inner working of our elementary schools. It now becomes the duty of every local education authority to provide for the medical inspection of children about the time of their admission to public elementary schools. The results of this medical inspection may be far-reaching. But the inspection ought not to be confined to the beginning of the school course. It should be periodical and systematic. It is true that the Act *authorises* a local education authority to make further arrangements for attending to the health and physical condition of the children educated in elementary schools, but it does not *require* more than one medical inspection to be provided in the case of every child. A beginning, however, has been made ; the principle of the medical inspection of school-children has at last been recognised by Parliament ; and further developments are inevitable. Elementary education in England has too long been carried on without due regard to sound principles of national and personal hygiene. Medical inspection, systematically provided and sensibly carried out, will throw much light upon questions of educational method and organisation, and is certain to lead to sensible reforms in the courses of study and in the administration of the schools. There is no fear of our falling under medical tyranny. Public opinion will not let the doctors go too far. What it wants is not faddism but commonsense.

The new Act also empowers a local education authority to provide, for children attending a public elementary school, " Vacation schools, Vacation classes, play centres and other means of recreation during their holidays or at other times." This is the first time that an Act of Parliament has recognised the educational and social value of rationally organised play. The Act wisely provides that the local authorities, in any exercise of its powers in this respect, may encourage and assist the establishment or continuance of voluntary agencies and may associate

EDUCATION IN ENGLAND

with itself representatives of voluntary associations for the purpose. This blending of public action and of voluntary effort is likely to lead to good results in English education. In no other way can private benevolence and individual initiative be made positively friendly to Municipal and State enterprise. Once set voluntary effort at variance with public authority, and you hamper progress in all directions by estranging from one another those different groups of workers whose co-operation is essential to complete success. Encourage the two to work together in friendly concert and you have gone a long way towards solving the problem of social reorganisation in England. Each of the two great forces—voluntary zeal and Municipal or Governmental enterprise—has much to learn from the other. The one brings the touch of personal sympathy and of missionary self-devotion which is indispensable to the right handling of social difficulties : the other imparts the dignity and, where necessary, the coercive power of public authority, and secures the financial order and administrative precision which are sometimes lacking in voluntary undertakings. In no other country can this combination of opposites be so easily secured as in England where the temper of the people is disposed towards social compromise ; in none is the combination more fruitful. But the association of the two is always endangered by the jealousy with which some of the more narrow-minded officials of public bodies regard undertakings which co-exist with their own without being under their complete control.

In order to give effect to that section of the new Education (Administrative Provisions) Act which requires the medical inspection of school-children, the Board of Education has decided to establish a medical department. The new department will assist the Board in advising and supervising local education authorities as to the manner and degree in which the latter carry out the work of medical inspection, and in considering and sanctioning the arrangements which individual local authorities may propose for attending to the health and physical condition of school-children. Dr. George Newman, who has been medical officer of health to the metropolitan borough of Finsbury since 1900, will serve as the Chief Medical Officer of the Board and will be at the head of the new medical department. This appears to be an excellent appointment. Dr. Newman is favourably known by his work for public health in London and in Bedfordshire, and by his writings on the subject of the control of the milk supply, on infant mortality and its prevention, on infectious diseases and sanitation in schools, and on the housing and physical condition of the people. Another important post on the staff of the new medical department will be filled by the present medical inspector of schools, Dr. Alfred Eichholz, whose inquiries into the condition of national physique as disclosed by the condition of children in elementary schools have justly attracted public attention by their scientific thoroughness and practical good sense. The official announcement of the step thus taken by the Board of Education is verbose and a little vague but in the main satisfactory. The Board promises to organise the new department of its work 'on a broad basis of public health.' It will collect and collate the records and reports made by local authorities in the process of carrying out the new duties imposed upon them by the Act. It will issue an annual report on the subject. It will endeavour to secure an adequate degree of uniformity in the presentation of results, while at the same time allowing reasonable freedom to local effort. And it will use, as far as practicable the means and methods of sanitary administration which already exist, a promise which seems to mean that the Board of Education will co-operate with the Local Government Board instead of endeavouring to set up an entirely new system of administrative machinery. All this is excellent so far as it goes, but what is not clear is the degree of independence from undesirable forms of bureaucratic control which the new medical department of the Board will be allowed to enjoy. The officers of that department should be free to make, when necessary, strictures upon any educational arrangements (whether those arrangements are due to the ignorance of the public or to the administrative action of the local authorities or of the Board of Education itself) which contravene the rules of school hygiene. They should be permitted to comment frankly and fearlessly upon the physical condition of the school-children in backward districts and upon the structural arrangements as well as upon the curricula of the schools. In many places there is great need for reform in these matters. Frank criticism is indispensable to progress. Public opinion needs guidance and enlightenment. Inertia has to be overcome. Prejudice has to be attacked and dissipated. In dealing with these difficulties, the Board should take a courageous and consistent line and not surrender to ignorance and local pressure. The country is in the mood to support the Central Authority in any well-considered course of action which would enhance the physical well-being of the nation. But to secure the support it is indispensable that the Board should take the public into its confidence and allow the truth about the hygienic conditions of the unsatisfactory schools to be known. Sensational and alarmist reports would be wholly out of place, but candour and unflinching investigation are necessary. Much will therefore depend on the degree of independence accorded to the new medical officers of the Board. Their tact and good temper will enable them to grapple successfully with the difficulties of the situation.

The Trade Union Congress passed a strong resolution on the subject at its recent meeting in Bath. The Congress demanded, 'as essential to the well-being of our future citizens, scientific physical education, with individual medical inspection and records of all children attending State schools, and skilled medical attendance for any requiring it.' In order to secure this, the delegates endorsed four proposals: (1) the formation of a properly staffed medical department at the Board of Education, the head of which should be directly responsible to the Minister of Education and report to him annually; (2) the payment of an annual grant from the Imperial Exchequer for purposes of medical inspection; (3) the establishment under every education authority of scientifically organised open-air recovery schools, the cost to be borne by the community as a whole and not in any part by charitable contributions; and (4) the complete dissociation of medical inspection and of the management of the 'recovery schools' from Poor Law Administration.

This, however, is only part of the ambitious programme for national education to which the Trade Union Congress (from which the Amalgamated Engineers have recently seceded) gave its adhesion by 1,239,000 votes against 126,000. The delegates demanded that education should be free from the primary school to the University; that the cost of education should be met by grants from the Imperial Exchequer and 'by the restoration of misappropriated educational endowments'; that 'Secondary and Technical Education should be an essential part of every child's education and be secured by such a reform and extension of the scholarship system as will place a maintenance scholarship within the reach of every child and thus make it possible for all children to be full-time day pupils up to the age of sixteen'; and (apparently) that all education aided from public funds should be under 'full popular control' and include no religious instruction.

No attempt was made to estimate the cost which the fulfilment of this programme would involve. To carry it out effectively would cost at least fifty millions a year. Nor do the framers of the resolutions appear to have taken into account the very different kinds of training required by children of different types and grades of ability. The proposal to exclude all religious teaching from the schools would be resisted by a large section of the population, and its adoption would be the signal for a long and bitter struggle which would be injurious to national unity. As a socialist manifesto the educational programme of the Trade Union Congress is significant. But it has not yet become a question of practical politics.

M. E. SADLER.

NATURE-STUDY.

> " Come forth into the light of things,
> Let Nature be your teacher "—*Wordsworth.*

A STUDY of Nature has been sadly ignored in times past when men were taken over by the zeal to devote themselves and those in their charge to a study of the classics—dead books in Latin and Greek—justifying themselves on the plea that knowledge thus acquired, though of no great value in throwing light on the affairs of practical life, rendered an inestimable service in affording that mental discipline, that ripe culture of the mind, which was to them the sole aim of education. In early times the Greek Sophists professed to give the young men of Athens a sound education with a narrow ideal 'to be able to argue well in an assembly'. Thus they thought of Rhetoric in the first place, by which a young man might distinguish himself in the public assembly. They were not concerned with the question of the rightness or wrongness of the arguments; they must teach the speaker to argue equally well on both sides, and that was the end of their task. Consequently their instruction tended to produce hollowness and insincerity. Long after with the Revival of Learning, the ideal of education was still wrongly thought out. " The pedantic schoolmasters of the Renascence wished the mind of the pupil to be cleared of everything else, that it might have room for the languages of Greece and Rome." That a study of the classics furnished a key to all knowledge worth acquiring was the idea in vogue. A blind love of classical books was to be fostered in the minds of learners, and so much 'heavy' knowledge, said to furnish 'mental discipline,' was to be stuffed into the mind for digestion. If, however, the mind failed to take in its destined freight, the schoolmaster would suffer it to go empty.

What a poor conception of the ideal of education was drawn up by the Renascence Scholars! Even the Jesuits followed the same line in advocating a study of the Classics and in requiring their pupils to 'memorise' much they could not understand. In the sixteenth century the French

Educationist Montaigne raised a war cry against this 'memorising' system declaring true knowledge to be quite different from 'knowledge by heart'. He maintained—that knowledge cannot be fastened on to the mind; it must become part and parcel of the mind itself—"*Il ne faut pas attacher le savoir a l'ame, il faut l incorporer.*" At the same time the English schoolmaster, Mulcaster, developed these notions further in his maxims—"the end and aim of education is to develop the faculties of the mind and body" (opposed to the mind stuff theory then current), "Development rather than growth," "Child study," "No forcing of young plants," "Mother tongue before Latin and Greek," etc. It would appear from this that Mulcaster's sixteenth century notions were not much behind our twentieth. In the seventeenth century the German innovator, Ratichius, enunciated many of the truths which are now regarded as planks in the platform of the New Education. He said—"Nothing may be learnt by heart," "Nothing on compulsion," "Follow Nature," "Everything by experience and examination of the parts," &c. The last maxim of Ratichius is the idea of Nature-Study in its crude and rudimentary form which was developed in a more definite shape by Comenius ("Everthing through the senses") John Dury, a Puritan (Senses first, Imagination second, Memory third"), Sir William Petty a Realist, ("Things before words," "A study of realities to precede that of literature," "Cultivate Observation"), &c.

In the eighteenth century, which saw many important transformations, Rousseau made a clean sweep in the world of ideas and claimed the much coveted title of "epoch-maker" in education by giving utterance to his own theories, putting in motion thereby a force that shook the whole fabric of pedagogical theories. He maintained—"Childhood is the sleep of reason," "No education before reason," "Drawing from the objects," "No book-learning "*Study of Nature*," &c, Rousseau was strongly in favour of the study of nature. It is said that in his last years his devotion to botany became a passion. He would have the child attend to the phenomena of nature and to foster his curiosity by being in no hurry to satisfy it.

One of the famous modern pioneers of education, Herbert Spencer, also fully realised the importance of making learning interesting by allowing the youngsters to have frequent communion with Nature, and not by stunting their imagination by shutting their mental view within the pale of books.

By the above brief survey of the development of educational aim and ideal we are convinced of the fact that the modern conception of *Nature-Study* is no new idea invented in the nineteenth century, but the development of a happy heritage of the past—each generation adding something to the common store of knowledge and handing it down to the succeeding one with better things for the future. We are gratified to see the modern spirit giving a new and unique turn to the progressing ideal of education. The time has happily passed when boys' minds were frequently dwarfed, their mental horizon narrowed, and their interest in intellectual pursuits blighted by the practice of employing the 'plastic' years of their school-life in learning by heart things which it is quite impossible for them to understand or care for. The classical curriculum has succumbed under the powerful influence of "The new Education," which has exhibited a tendency towards a milder and more humane régime. It was a pure sophism to uphold the classical curriculum upon the argument that a linguistic training afforded a very useful mental discipline. "In the act of genuine learning," remarks Raymont, "whatever the subject may be, it is the whole mind that works, and not this or that special organ of mind; so that mental discipline depends not so much upon the subjects taught, as upon the method of teaching." The same learned author goes on to say in connection with 'The Choice of Study'—"The child and the world, physical and social, stand confronted, and the question before us is that of correlating the two. . . . . The child must gain an insight into the physical world which encompasses him, and inevitably inspires in him a budding interest; he must learn the elements of geography, means must be at hand whereby the intelligent love of nature may be fostered." [illegible]

Nature-study occupies a prominent place in the modern school-curriculum for two chief reasons: *first*, because this study is an unrivalled instrument for training the power of observation; *secondly*, because of its close bearing upon practical needs. The sort of instruction now technically known as *Nature-study* has of late received a powerful push under the impulse of certain educational movements in America. It is gradually receiving more and more attention and is ousting 'Object-lessons' from the curriculum. It is also taking the place of science. Raymont lays down the following four interpretations of this subject:—

1. A revival of object-lessons with all their faults except that special attention is bestowed upon natural history.
2. Others base the instruction upon specially prepared text-books, the contents of which the teacher is supposed to explain and illustrate.
3. Another view tends to the identification of Nature-study with elementary science.
4. That not only is nature-study distinct from elementary Science, but it should be quite informal and unsympathetic, both in its aims and in its methods, so much so that it should have no definite place in the curriculum, or at least in the time-table; that it should be a recreative subject outside the serious work of the school and that it should not be subjected to tests usually applied to other branches of instruction.

Each of these interpretations has something to say in its support. But we regard nature-study as *preliminary*, rather *auxiliary*, to object-lessons (in the Primary Department) and to elementary science (in the Secondary Department), but not *identical* with either of the two. The safest course is to combine regular class-room instruction with such informal expedients as school excursions, journals, visits to places of interest, picnic parties, &c.

The spirit of the modern "Open-Air Education" well recognises the importance of the fact that there should be direct communion between Nature and the child, the child wishing nothing to intervene between Nature and himself. "It is not the dry anatomy of Nature's facts but the personal relation in which the child finds himself to certain objects that first awaken his interest." Imagine for a moment the earliest Hindu and Greek ideas of religion advanced by men in the very infancy of civilisation, childlike in their customs, manners, superstitions and institutions. Such an idea was wrapped in the shell of *naturalism*, Nature was a living force and reality to those peoples and they used to hold a sort of daily 'intercourse' with her. Thus arose Nature-worship which afterwards flowered into Polytheism and fruited into Monotheism. The same holds good in the earliest notions of Philosophy, which, says Plato, begins with wonder or curiosity. A question is asked in mere childlike curiosity—"What is the Primary Substance?"—and the answer is the subject-matter of Philosophy—the investigation of Nature.

The immortal poet, Wordsworth—a student of the open face of nature—was fully aware even in his boyhood of 'that sympathy with external nature and of that power of discriminating insight into the characteristic varieties of its beauty and awfulness,' which afterwards so strongly marked his writings. The spirit of enquiry into nature and of a minute study of its phenomena is beautifully set forth by him in his famous "Expostulation and Reply":—

Nor less I deem that there are Powers
Which of themselves our minds impress;
That we can feed this mind of ours
In a wise passiveness.

Think you, 'mid all this mighty sum
Of things for ever speaking,
That nothing will of itself come,
But we must still be seeking!

Nature is the Divine Visual Language, written in uniform, systematic and rational characters and continually presenting to our vision *significant phenomena*, manifesting thereby the perpetual and omnipresent activity of God. God is speaking to us in Nature, and why should we be deaf to His voice? Let us keep away from the classical languages for a time, and first and foremost study the Divine Visual Language for our first lessons of fundamental importance. Let us, therefore, give opportunities to the child—"Nature's Priest"—of entering into a compact with Nature. Let every teacher appreciate fully Wordsworth's ideas of Nature-Study so finely expressed in "The Tables Turned":—

Books! 'tis a dull and endless strife:
Come, hear the woodland linnet,
How sweet his music! on my life,
There's more of wisdom in it.

And hark! how blithe the throstle sings!
He, too, is no mean preacher:
Come forth into the light of things,
Let Nature be your teacher.

One impulse from a vernal wood,
May teach you more of man,
Of moral evil and of good,
Than all the sages can.

Sweet is the lore which Nature brings;
Our meddling intellect
Mis-shapes the beauteous forms of things:—
We murder to dissect.*

PRABHU DUTT. SHASTRI,

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* Of the opening passage of Rousseau's "Emile":—"Everything is good as it leaves the hands of the Creator: everything degenerates in the hands of man." This passage is the key-note of Rousseau's philosophy.

THE TEACHING OF ETYMOLOGY.

A WIDE knowledge of Etymology should only be expected from an Indian schoolboy in connection with his own language—if at all. But he may learn a few select English words, as illustrations of the general principles of Etymology, and these may be made interesting and instructive without being burdensome.

We may enter a preliminary protest against overloading the memory of the Indian schoolboy with the derivations of hosts of English words. In the first place as these are seldom learned accurately the habit of slovenly spelling is inculcated. And in general it is far better that a boy should learn that an English word comes from a Latin word meaning so-and-so than that he should pretend to give the Latin word and spell it wrong. Again, there is no use whatever in learning the derivations of words which are rare and peculiar in meaning; the derivations to be learned are those of common words, words which represent large families of words or which illustrate in an interesting way the history of language or ideas.

The first point in teaching a little Etymology is to give the boys a correct idea of what a root is. They are apt to think that a root is a very simple ancient form of speech; that people once existed who spoke in roots, but such people have now vanished. A root, of course, is nothing of the sort. It is the common element in a number of words of kindred meaning. Has it a meaning itself? It is not easy to answer this question. If we say its meaning is incomplete, it is doubtful whether we mean anything ourselves. If we say its meaning is general we still give it a complete meaning, and therefore apparently a possibility of being used as a word. Perhaps we ought to describe a root as a *sound* common to certain *words;* but this is not usually done and in practice the etymological dictionaries speak of roots as meaning "to————"; e.g. √GAN "to be born." We may, however, dismiss these enquiries as beyond the capacity of school boys, and tell them provisionally that a root is an element common to a number of words, which has never stood or been used by itself. Of the words derived from it we use the phrase "coming from" such-and-such root.

It is necessary next to explain the history of language. Wherever we find men, we always find them speaking and conveying their ideas by speech. When we perceive that a group of them use similar words we call the speech used by these men a language, and we distinguish it from other languages. Now language does not remain the same from generation to generation, It is always changing and sometimes it changes so much that one language disappears, and a later generation is said to speak a new language. We must remember, however, that the roots which are used in the new language are the same as those used in the older language. A word in the newer language may "come from" a word in the older language, if it was actually taken from it, if the older word was actually used and spoken, and changed into the new word at some time or other. This is a different sense from that in which a word "comes from" a root.

In giving the etymology of a word we try to give (i) the root from which it comes, or which is present in it; (ii) any word from which it comes, in an older language; (iii) any connected word, *i.e.* a word in another language which comes from the same root. This last conception is puzzling to boys; at any rate there are many confusions in their mind over this question of connected words. They say, for instance—they are taught to say or allowed to say—that *mother* comes from the Sanskrit *mata*.

This is quite false, the words are connected, but there never was a time when *mata* passed by gradual change into *mother*. On the other hand *maternal* comes from (the Latin *maternus* adjective of the same meaning), it is connected with *mater*, (the Latin noun for "mother"). It is worth while spending some time over this error.

In choosing words to teach Indian boys, interesting examples of cognate words in Sanskrit and English should be selected and taught.* Words should also be taught which show how language changes its meaning, How words sometimes acquire broader, sometimes narrower. meanings, sometimes improve, sometimes degenerate, in meaning. Examples should also be chosen to illustrate how many proper nouns have contributed common nouns to language (thus *Boycott*); and how words and things have moved from East to West. (e. g. *azure*).

As specimens of words so selected I venture to append a list of words suggested for the teaching of derivation in a selection of English Poetry I have recently published,† words suggested not because the teaching of poetry is at all connected with that of Poetry, but because any book on the teaching of English offers some sort of chance to deal with this neglected subject.

One word of caution must be added, that the study of Etymology gives very little guidance to the correct usage of words at the present day. "*Vacillate*" no longer means "to walk like a cow," most words have departed widely from their original and even their recent significance,

2. ungentle. The prefix un or in means "not." "Gentle" is from the Latin *Gens*, a family; it meant originally "a man who knew what his family was, a man of good birth"; afterwards it came to mean "one possessing the virtues of a well-born man," especially the virtue of kindness. The root is GAN, to be born; connected words *generous* "liberal" (whose history resembles that of *gentle*); *genuine*, "that which really is by nature what it seems to be"; *general* "belonging to all things born in the same family"; *genius*, "the abilities born in a man"; *gender* "the character of nouns according as they relate to persons born men or women."

Another set of English words coming from the same root begins with "k"; *kind*, a number of people born in the same family; *kind*, "behaving towards each other as members of the same family should"; *king* "a ruler of a tribe."

liberal. Latin *liber*, "free." Originally, "free"; then "worthy of a free man"; finally, "generous"; connected words, *liberty*, *deliver*.

3. guest. Connected with *host*, "an army," which comes from the Latin *hostis*, "an enemy." The original root meant "stranger," whether welcome or unwelcome.

4. mother. Connected with the Sanscrit *màtà* the voc. case mater.

6. infant. From a similar Latin word for "a child." From *in* and the verb "to speak," which comes from the √BHA. This root gives the Sanscrit *bhâshâ*; connected words, *fate*, "that which is spoken by destiny"; *fable*; *fame*.

9. natural. From the Latin word for "to be born"; √GAN (see above). Connected words, *natal*; *native*; *nation*.

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* We should be very glad to receive (and pay for) an article containing a list of useful examples of cognate words in Sanscrit and English, suitable for boys to learn.

† *English Poetry* (chiefly lyrical) for Indian Boys, Part I. by J. Nelson Fraser, M.A. (Oxon.), Longmans, Green & Co,

11. grace. From the Latin word meaning "kindness." The English word has been transferred to "that which makes us feel kindly," *i.e.*, "beauty"; and is thus used from two points of view. Connected words, Sanscrit *hri*, "to desire"; *agree*, "to find pleasant"; *gratis* "done in return for good will alone"; *grateful.*

servile. From the Latin *servus*, "a slave"; "acting like a slave." The original meaning was "one protected," and *servus* is connected with the verb *servare*, "to protect;" from which come *preserve*, *conserve*, &c.

12. music. From the Greek *mousa*, translated into Latin *musa*, into English *muse*. See notes. Connected words, *music*, a special form of art; *museum*, "a place devoted to the muses."

13. foreign. From the Latin *foraneus*, "outside one's country." Thus the word ought to be spelt *foran*, but the false spelling *foreign* has been adopted, through false analogy with *reign*. Cp, sovereign, from *super-anus*, "one above" which ought to be *sovran.*

14. fond. Originally "*foolish*"; "then foolishly affectionate," now often merely "affectionate." This word has improved in meaning, a rare process in the history of words and of men!

15. vulgar. From the Latin for "a crowd"; so 'low in taste." This word has degenerated in meaning.

15. teach. A Saxon word, connected with the Sanscrit *dish* "to point out."

noble. From √GAN "to know." This gives us (i) in Saxon *know*; *can* "to be able by knowledge." *ken* (see piece 23,); (ii) through the Latin, *noble*. The Latin word originally meant "well known," and then "virtuous," which is the sense of the English word.

16. love. A Saxon word connected with the Sanscrit *lobh*, desire; but in a better sense.

18. free. A Saxon word connected with the Sanscrit *priya*, "agreeable." "Free" seems to have meant originally "doing what one liked."

19. lonely. The suffix ly, is connected with "like" (similar). "Lone" is contracted for "all-one."

wealth. A Saxon word. Connected word *well,* and weal. An instance of specialisation, since it has come to mean "pecuniary welfare."

20. virtue. From Latin *virtus*, which is connected with *vir*, a man. The Latin word meant originally "the qualities of a true man." *Vir* is connected with the Sanscrit *vira*; and with the Greek word *hero*. This latter word has been adopted in English, and will be found in piece 23.

23. grief. A Saxon word connected with *heavy*; and with the Sanscrit *guru.*

26. magic. Derived from the Greek word *magos,* which was borrowed from Persian, where it was the Zend name of the ancient Persian priests. It is connected with the Sanscrit *mahant*, "great"; and the Latin *magnus*, from which there are many English words.

chaste. From Latin *castus*, pure. From this came a similar Portuguese word, which was applied by them to the "pure" or higher sections of Hindus. "A caste Hindu" meant "a pure Hindu." The English in error supposed this Portuguese word to mean "a kind" in which sense it continues to be used.

28. arrive. From *ar*—"to," a form of *ad*; and the Latin word meaning "a stream" or "the bank of a stream." Connected words *river*, *rivulet*, *rival*—originally "living on the same stream with anyone,"

and so quarrelling for the water with him. An instance of a word acquiring a wider meaning.

30. affections. From Latin *facere*, "to do." Connected words *fact*, "something done"; *affect*, *defect*, *effect*, &c.; *feat*, "something remarkable done."

31. tyrant. From the Greek *turannos*, "an absolute ruler." It has degenerated in meaning.

33. lady. A Saxon word; the first part is connected with "loaf"; the second with a verb "to knead"; "she who makes the bread."

34. villain. From Latin *villa*, "a country house"; originally "a slave in the country." The word *villa*, has been adopted in English to describe a pleasant residence just outside a large town.

THE IMPORTANCE OF THE STUDY OF PHONETICS.

I ABSOLUTELY agree with Principal Fraser in his views about the importance of a good pronunciation (see Fraser's *First Steps in English-Teaching*, *Page*, 5). But every teacher of languages must needs be to a certain extent a phonetician. At present two methods are used in teaching pronunciation. In the lower standards I have noticed that the English sounds are transcribed into vernacular and dictated to the children. This is the easiest but the most unscientific and injurious method. Neither all the English consonants nor all the English vowels can be correctly represented into any Indian vernacular. The boys thus learn wrong pronunciation in the lower standards which is never eradicated. It is said in defence of this system that it pays to give the nearest equivalents to the beginners in their Mother-tongue,—especially for home use. But it is far better to be completely ignorant of the pronunciation of foreign words than to learn a wrong pronunciation.

Teachers who trust to imitation alone in imparting a foreign pronunciation waste a great deal of time in repeating the desired sounds hundreds of times but with little result. Because as Prof. Wyld says; "In the utterance of the speech sound memory pictures are framed (*a*) of the sound itself; (*b*) of the muscular sensation arising from the movement of the vocal organs into the required position and of a certain characteristic tension required to maintain the position during the utterance of the sound. When a pupil hears the teacher repeat the desired sound again and again his correct sound-picture may indeed be strengthened but the wrong position-picture remains uncorrected and becomes clearer and more imperishable each time the same mistake in pronunciation is made." A phonetician not only pronounces the sound but also explains how this is done.

A few years ago the Scotch Education Department introduced Phonetics into the list of subjects to be studied in the Training Colleges, and now phonetic methods are used, in many schools in Scotland in teaching children to read English, and the results are highly satisfactory in removing the outstanding peculiarities of pronunciation, as we learn from the last year's General Report of Dr. G. Dunn, Inspector of Schools, Northern Division, Scotland. I hope the Bombay Educational Department will soon see the advisability of adding Phonetics to the curriculum of the Training College for Secondary Teachers. Those who get interested in the subject may then try for the certificate of proficiency in elementary Phonetics with special reference to English, instituted by the International Phonetic Association. The following are the subjects for Examination:—

(1) English Phonetic Dictation.
(2) Phonetic Dictation in an unknown language.
(3) English Phonetic transcription.
(4) Reading English from phonetic transcription.
(5) Reading English from ordinary spelling.
(6) Theoretical questions.
(7) Pronunciation of ordinary spoken English.

I conclude this with a quotation from the speech lately delivered by Prof. D L. Savory of the Goldsmith College University of the London University on the advantages of the study of Phonetics. He said that phonetics contains all the elements of real education. It trains the child's ear, makes the speech organs flexible, teaches the value of strict accuracy and removes that *mauvaise honte* which generally makes English boys completely dumb in the presence of foreigners.

The literary and æsthetic value of phonetics is of no less importance. It is impossible to separate language from sound, and only the student who feels fine distinctions of sound in the same way as the native, can really appreciate the poetry and prose of a foreign tongue. Phonetics alone can breathe life into the dead mass of letters which constitute a language and conjure up the dialogues of novels and plays as living realities.

JOSEPH J. GHOSE.

A NOTE ON CERTAIN PECULIARITIES IN THE SPEECH-SOUNDS OF THE ABU PEOPLE.

DURING my recent visit to Mount Abu I noticed two peculiarities in the speech-sounds of the original inhabitants of that hill. The speech of my puggee (watchman) first attracted my notice; but I recognised the same peculiarities in the speech of the people attached to the temples of Dilwara and the *Sadhus* of Gaemukhi Shrine. Hence I conclude that these peculiarities are common to all the natives of Abu. They pronounce 'ch' as 'sh' and 'j' as 'z' as in 'pleasure.' Few people would ever care to notice these peculiarities of pronunciation. They are generally attributed to the sheer ignorance of the people and are passed over. But to a phonetician they are full of interest, as he can trace in them the working of the laws of sound. Every phonetician knows that 'ch' and 'j' are compound sounds, composed of 'tsh' and 'dz' respectively, *i.e.* (Front stop voiceless and voiced and Blade-point, open voiceless and voiced.) And every one knows by experience that a stop is a more difficult sound than an open. In the Hindustani spoken speech the front stop voiced sound, *i.*e. 'd' is often dropped or changed into an easier sound. These hill people in this case instructively follow the law of the least resistance. In pronouncing 'ch' (tsh) they drop out the first sound 't' and pronounce it as 'sh,' similarly in pronouncing 'j' (dz) they drop out the 'd' and pronounce it as 'z.'

JOSEPH J. GHOSE.

INDIAN HISTORY AT THE MATRICULATION EXAMINATION, 1906.

I PROPOSE in this paper to give some specimens of the answers given by candidates in Indian History at last year's Matriculation Examination. It would be supposed that of all subjects Indian History is one which the student might be expected to know best; it is a subject in which the student naturally feels an interest; and again, it is a subject which he has been studying for a very long time. By the time a student reaches the Matriculation standard, he goes over the whole course of Indian History at least twice. Yet, witness some of the answers given below :—

Question I. The battles of Panipat.

(*a*) All the battles of Panipat were fought between the English and the Portuguese.

(*b*) The third battle of Panipat was fought between Shah Alam II and Ranjitsinh on behalf of the English.

(*c*) The first battle of Panipat was fought in 1627 between Mohomed of Ghazni and the Mahrattas.

(*d*) The second battle of Panipat was fought between the Mogal King and the Peshva.

Question II. The Diwani of Bengal.

(*a*) By the Diwani of Bengal, diwans and karbharis were appointed in each village of Bengal.

(*b*) The grant of the Diwani of Bengal was a court to decide the questions not decided by other courts.

(*c*) By the Diwani of Bengal Clive became the landlord and the East India Company his tenants.

(*d*) Ranjitsinh of Lahore presented the Diwani to Clive; the whole ceremony was carried out with a great pomp.

Question III. Mountstuart Elphinstone.

(i) Mountstuart Elphinstone rebuilt the great Church which was burnt in the great fire.

(ii) Mountstuart Elphinstone is a large building in Calcutta which is famous as the residence of a king.

(iii) Elphinstone was a Portuguese Gentleman who travelled round the world.

(iv) Elphinstone was the prime minister of Dadaji Kond-deo.

(v) He was so handsome that Queen Victoria fell in love with him; afterwards he was not married to her and being dejected in love he never married.

As to the last item I am at a loss to think how this idea got into the head of the students, but I find quite a number of students repeating the same story.

Question IV. Pitt's India Bill.

(*a*) Pitt's India Bill was passed in 1784; by this the Indian Congress was to be held every year at Calcutta when an Indian was to preside.

(*b*) This bill passed in Pitt's time when he was Governor-General of India. He allowed the Indians to lead a peaceful life, because there was not any revolt in his time. He was very brave; his bill was quite useful to all.

(*c*) Pitt passed a bill which was afterwards called the Board of Control.

(*d*) By this bill it was enacted that the directors should live for three years instead of one; &c.

Question V. The Queen's Proclamation, 1858.

(1) By the Queen's proclamation of 1858 India was taken away from the hands of the natives and was made subject to the veto of the crown.

(2) On account of the proclamation Romeshchandra was appointed a judge and Dadabhai, an M.P.

(3) Before 1858 all sovereigns were called kings but after 1858 sovereigns are considered emperor or empress.

(4) At first Queen ruled over us as a selected member of the East India Company; but in the year 1857 there was a Swadeshi revolt of policemen in which people were killed in large numbers and the Queen was proclaimed a ruler of all parts.

(5) The proclamation said that the English would not interfere with the religion of the Hindus; in this way it corresponded to the Magna Charta of England.

Is it too much to expect that students finishing their High School course should show a better acquaintance with the broad facts of Indian History than is evidenced by the above quotations?

H. M. BHATT.

THE DICTATION OF NOTES.

THE question of dictating notes is one on which there seems to be a diversity of opinions. Some teachers think that the time devoted to this work is simply wasted. Others hold that note-dictating is an essential complement of a lecture. We intend to discuss here the following points in their due order.

(1). Why and when should notes be dictated?

(2). Whether the notes to be dictated should simply summarise the matter in the text-book or should be simply of a supplementary character?

(3). In what subjects particularly it is necessary to dictate notes.

(4). What precautions have to be taken by the teacher to accomplish the desired object?

It is very easy to lay down a rule that notes to be dictated should be as few and short as possible and that the teacher should as a rule try t *draw out* from the pupils by skilful questions or otherwise, what he wishes to tell them, and should encourage the pupils themselves to prepare their own notes. There is always a wide gulf between theory and practice. The theoretical observer rarely sees the difficulties in the way of the practical man. A little consideration will show that note-dictating is a necessity, if exactness is to be secured ; and again it is a sort of relief from the monotony of a lecture. When a certain portion from a text-book is explained and discussed, the teacher should make it a point to see that the students put down in writing the important results arrived at. Very few of the boys can understand what matter from the text-book is to be left out and what to be remembered. As a writer on education has well remarked, 'The art of leaving out is more important here.' Notes are very useful in assisting the memory which, if crowded with too many details, refuses to do its proper work. One thing more deserves our consideration : Where the thought has to be expressed in a foreign language, everything that tends to assist the understanding should be freely utilised.

As regards the second point, it may be said that no definite rule can be laid down. Here we have to take into account several factors—the capacity of the learners, the nature of the text-books used, the importance of the subject matter, and even the examination requirements. But it may be said that in the lower classes of a High School proper, the notes should, as a general rule, simply summarise in very easy language what has been treated of at length in the text-book and in the lecture. The text-books in use are already full of details and so any attempt to supplement these is sure to defeat its end. Some of my readers may come forward and say, 'Well, in these days sufficient annotations and sketches are available and they are cheap and abundant. Why should we then trouble ourselves and our students in doing things which are offered us ready made?' To this it may be replied that even the annotations and the sketches are beyond the comprehension of the *average school boys* and besides they have a sort of artificial character, as the writers of these books simply keep in view examination requirements. Again annotations specially intended for school-boys are sometimes so very cumbrous that a mere glance at them repels the mind. It may be added too that very few boys take the trouble to read these books. Again by writing down what they have to bear in mind, boys save a good deal of time and mental energy.

Let us now turn to the third point. There is not a subject of school instruction in teaching which we can dispense with the work of dictating notes. Where the use of text-books may be dispensed with altogether—in teaching science for example—the teacher has to stick to the practice of dictating notes. In teaching history, note-dictating is a very valuable adjunct of a lecture. Of every hour devoted to this subject half the time should be spent in dictating a summary of what has been discussed before in the lecture. Some teachers seem to think that the practice of dictating notes leads to cramming. Boys commit to memory the words of the teacher and reproduce them when wanted. They become passive recipients. This is true to some extent no doubt. But it must be remembered that in learning a living foreign language, the words of others have to be appropriated in the beginning. Notes give a clear picture of what is to be remembered and thus prevent the minds of the boys from being misled.

We now turn to the last point. The teacher should always pay special attention to the proper arrangement and linking together of the several points in the notes to be dictated. The language must be simpler than that of the text-books used. The teacher should see that the boys take down the notes correctly and preserve them carefully. Experience shows that the majority of the boys are generally very careless in taking down notes. They leave several sentences incomplete and this is what leads to confusion The teacher should therefore examine and correct some three or four note-books and leave the remaining to be corrected by the boys themselves and should further see that they do it. Again when a note is dictated, the boys should be made to read it aloud——each boy taking one sentence in turn and giving its meaning. We can thus remove misunderstanding, if any there be. The thing is that, in everything that is to be done, the teacher should aim at exactness and accuracy In this respect the Jesuits have to teach him much. One thing more remains to be said. The teacher should not insist upon the boys' too rigidly sticking to the words in the notes in answering questions. Such a practice is defensible in the case of dull and backward boys, but in the case of others, it tends to render the intellect blunt. If these precautions were taken there would be no cramming and the desired object would be achieved.

Finally it is hoped that the Editor of *Indian Education* will kindly record his opinion on the subject.

N. K. BHAVE.

A NOTE ON HISTORY TEACHING IN STANDARD VII.

I. A PERPETUAL difficulty is the number of difficult phrases in the text-book. The following rules apply :—

Never leave a phrase half explained. If you have no time to deal with all the phrases, choose some of the most difficult *to omit.* If you expect students to prepare the lesson, and to explain the meaning of the phrases for themselves then tell them before hand what they may omit. Sometimes it may be desirable to explain a phrase in the lesson before they learn it. As a rule, however, a high standard should get up the lesson without assistance.

II. Ask as many questions as possible on the matter. If they have learned the lesson do not tell what is in it. Vary the phraseology of your questions.

III. Pause at intervals to sum up what has been done, in an interesting manner,

IV. At such times, if convenient, put a *very brief* summary of the main points on the B. B.

V. Try by your voice and manner to intimate when a great crisis has been reached, or a great change in the situation arrives. Do not pass on to something different or of less importance in a dry cold-blooded manner,

VI. Never give a history lesson without atlases, and refer to them when possible.

VII. Let the boys have slips of paper, and sometimes make the whole class write down the answer to a question. It shall generally be a monosyllable in answer. Never let the boys correct anything in their slips: it should be written down right the first time. Insist on good writing. Collect these slips; look them through; and before you begin the next lesson ask a few questions, especially on the words that have been spelt wrong.

VIII. Always begin with five minutes' recapitulation, during which only the chief points of the previous lesson should be brought up.

IX. Never omit any opportunity of illustrating anything by reference to Indian scenes, customs, or history.

X. Practise by yourself the art of vivid description, and *occasionally* treat your class to the best description of a scene you can.

XI. Try to show one picture at each lesson and to leave it on view till the next. Every class room should be provided with a glass case on the wall for this purpose.

J. N. F.

A GUJARATI COURSE FOR HIGH SCHOOLS.

THE Vernaculars having been given the desired place in the Matriculation Examination, this introduction must give rise to discussion as regards a syllabus, yet it is strange to find that no such thing has happened, at least for Gujarati. Having had some experience as a teacher I venture to propose a course.

I think I may better note in brief the assumption upon which I have framed this course.

1. When a boy passes the Matriculation Examination he should have a practical knowledge of his Vernacular: he should be able to read and understand common books on common subjects, to write clear, simple, and faultless language, and he should be acquainted with the great writers both ancient and modern—at least with their names. This acquaintance is not expected to be complete; it is enough if he knows the names, their work and place in literature, and the service they have rendered to their country.

2. When a boy comes to the IVth standard of the High School, he has not only completed six Vernacular standards but has also spent one year more. So it must be taken for granted that he can speak and understand the language and can also express his ideas in a sufficiently correct way.

3. A boy of the IVth standard (English) can be safely required to do such work in the Vernacular as he is expected to do in the VIth standard (English) in the English language.

4. A teacher who has a fairly pretty knowledge of the Vernacular can safely complete the course in each standard with only two hours a week.

I take this opportunity to refer to one strange idea entertained by many teachers. Almost all teachers,—and I doubt whether any of these have ever cared for the Gujarati literature and its growth and present development—are of opinion that old writers and only old writers are worth any study. To such, a question may be put: Are your students to live in the age of Premanand and Shamal, or in the age of Narsinhrao and Govardhanram? Ancient writers must be studied no doubt, but the young generation must also be made to understand and appreciate their own times and surroundings, and this they can do only if they can easily understand the master minds of their own times. In the opinion of the writer of these lines, it is, hence, peremptorily necessary that in the Gujarati course, due place should be given to the modern writers also.

STANDARD IV.

Prose: *Narma Gadya*: easy essays such as *Mandali malavá thi thatá lábha*, *Shrimantoná Dharma*, *Rová Kutvá ni Chál*, *Rámáyana*, *Mahábhárata*, *Stri Kelavani*, &c. About seventy pages in all to be read.

Poetry: About 100 lines from any one of the following: *Narma Kavità*, *Dalapat Kavya*, *Keshava Kriti.*

Composition: Letter writing, short notes and letters: old method to be shown. Short descriptions of school life, any memorable event, &c., in simple and correct language.

General: Acquaintance with the six old writers Narasinha, Miran, Premánanda, Shàmal, Akho and Dayaram. Acquaintance to be only general: also with the life and work of the one poet whose lines they have learnt in this standard.

STANDARD V.

Prose: *Bál Vilás* by M. N. Dvivedi, *Ját Mehenat*, *Kartavya*, *Vanaráj Chávdo*, *Akbar Charitra*, *Naval Granthàvali Part IV.* About 20 pages from any one of these.

Poetry: About 100 lines from either of Premanand, Shamal, Narasinh and Dayaram. In the case of the first two selections may better be made from some of their longer poems. Reading 100 lines from any one Akhyan will not be so good as selections. In the case of *Narasinha.* descriptive *Prabhatiyans*, *Nagdaman or Sudama Charitra*, *Pariksha Pradip*, *Shiksha Vachana* or selections from *Bhakti Niti nan Pado* from Dayaram.

Composition: Short descriptive essay. Simplicity, clearness, and correctness to be aimed at. Practice must also be given for translation from English.

General: Acquaintance with the life and work of the poet whose lines they have read. Birth of Gujarati Prose literature and the writers of that age Narmada Shankar, Dalpatram, Navalram.

STANDARD VI.

Prose: *Karan Ghelo*, *Charitrya* by M. N. Dvivedi, *Chandra Kani*, Selections from the first three volumes of the *Vasanta*. About 25 or 30 pages.

Poetry: *Kusuma Málá*, *Kalapi's Kekárava*. *Vilásiká* of Khabardar, *Kunja Vihár*, *Indrajit Vadha Kavya* (D. K. Pandya). From 100 to 125 or 150 lines according to the capacity of boys to learn and assimilate.

Composition: Good, flowing Gujarati style to be aimed at. Any one of the writers may be taken up as a model: boys must make use of the information they have gathered from the reading books.

General: Acquaintance with the writers from 1850 to 1900. Some of the Parsee writers K. N Kabraji, Malabari, Khabardar, &c., must not be forgotten; also acquaintance with the periodical literature.

Note: Instead of having separate books for Prose and Poetry, *Mudra Rakshas* (K. H. Druva) or *Uttara Rama Charitra* (M. N. Dvivedi) may also be read

STANDARD VII.

This being the last year, it may be well to have separate work for each term.

First Term.

Prose: *Sarasvati Chandra*, *Astodaya*, Essays such as *The Gujaratees*, *Poets and Poetry*, *Sajivá Ropana*, &c. from Narma Gadya. About 20 pages more or less as convenient.

Poetry: About 60 lines from any one of the following works or writers: *Snehmudra*, *Hridava Vina*, *Kanta*, *Nanalal*, *B. K. Thakor*, *Lalit*, *Kalápi*.

Composition: Same as Standard VI, with more practice in translation.

General: General acquaintance with the history of Gujarati literature and the great writers of different ages.

General knowledge of the Etymology: the Sanskrit, Persian and other words of foreign languages: some acquaintance with the genealogy of the Gujarati language.

Second Term.

Poetry: About 100 lines from old writers such as Premanand Vallabha, Dhiro, Akho.

Prose: Same as in First term.

Note: *Vikramorvashi*, *Shakuntala*, *Malati Madhava* or *Roska Darshika* of Premanand may be read in place of Poetry and Prose.

For Composition and General knowledge nothing special requires to be added.

H. G. ANJARIA.

EYE-SIGHT TESTS.

IT is needless to remind the reader that one of the first desiderata in Indian schools is greater attention to the physical well-being of boys. In particular greater care of eye-sight is required. It will bring this home to many readers if we put before them the results of some tests which we have lately made with the boys of Elphinstone Middle School.

The tests were made with Burchardt's *Internationale seeproben.* These consist of printed dots, which have to be read at certain distances, expressed in metres. The boys examined were all in the first Middle School standard, age ranging from 8 to 14. It was found that they could read the 12 metre test at the following distances;—

39	at	12	metres.	14	at	6	metres.
24	,,	11	,,	6	,,	5	,,
20	,,	10	,,	4	,,	4	,,
26	,,	9	,,	6	,,	3	,,
18	,,	8	,,	5	,,	2	,,
12	,,	7	,,				

In estimating these results it must be remembered that young boys may be expected with thoroughly good eyes to read the tests at a distance greater than the normal distance for adults; and there were actually found among the boys examined five, (besides those recorded) who could read the 10 metre test at 12 metres. It would be too much however to expect town boys to come upto this standard; we must consider the 39 boys who passed the normal test satisfactorily.

It will be found, however, that there were many poor, and some very poor indeed, very few of whom had ever been examined for their eyes.

The first lesson for teachers is to observe that there are probably boys in their class whose short sight they have never noticed. yet who practically *never* see what is written on the B.B. These boys should be discovered and placed in favourable situations. Moreover, the teacher should always remember to write legibly on the B.B.; many teachers neglect this.

We think it very desirable that sight-testing cards should be provided in every school; the cost would be 6s 6d. a set, from Messrs Curry and Paxton, 195, Great Portland St., London. Unfortunately, they will not supply the one necessary test separately, so we are obliged to purchase the astigmatic tests, and what is worse a German manual, which are at present useless. However. the cause is worth the expense—even when we have to add the expense of framing and glazing the one test card we have to use.

Boys' eyes should be tested once when they enter school, and once in the middle of their career. Assistant masters can easily do this. They cannot prescribe spectacles, but there should be a stock form kept by the school, to give notice to parents when their children's eyes are found defective below a certain standard in order that they may consult an oculist.

APPEAL TO THE SENSES!

IT is purposed in the present article to draw the public attention to an immediate and useful step which can be taken in our Lower Secondary Schools, and which would at once remedy to a great extent the defects and obstacles in the way of the giving of scientific education to the youth of this country. Arguing from the high average intelligence displayed by Indian students, which fact has been acknowledged by more than one educationist of experience in this country, we can safely infer that the great inferiority of the educational results attained as yet in this country in the branches of Physical Science, is due to defects in the system of early training. A theory of national aptitude for particular branches of knowledge may be a more easy explanation but is certainly not convincing. The behaviour of the Indian child offers no exception to the general truth that Nature has endowed the child in the manner most suited for it to acquire, above all other things, a knowledge of her and her laws. The eager craving which every child exhibits, for grasping comparing, destroying and analysing every thing it comes across is the whole and only endowment which by judicious development produces the scientific philosopher, and no observer can notice an absence of such craving in the Indian child.

Starting with equal natural endowments, our children are subjected to a kind of early training which before they are sixteen years of age, succeeds in destroying almost all natural scientific capacity, and leaves, in most cases, no possibilities outside the departments of Mental and Speculative Philosophy. Children of from six years upwards are penned up inside dreary school-rooms from 10 a.m. to 5 p m. with insufficient light and an over-abundant supply of printed type, not taught, but questioned on previous book-preparation in innumerable subjects from the one hour in the morning to the other at dusk, and then let go hungry and tired, not to play, and drink in fresh air and wide Nature, but to come back the next morning with a number of home-exercises worked out, and book-lessons read up for a stringent cram-and-catechism style examination through another weary whole length school-day. This is what now passes for primary and lower secondary education. How can the gifts of Nature be expected to survive such a training? The defects are not unperceived by those in authority, and in order to remedy them, benevolent educationists, official and unofficial, have been always suggesting kindergarten arrangements, School-parks and Museums, and a variety of reforms, the cost of which is always a convincing argument in the way of introducing them on any large scale as practical measures.

The education at present given to the boys in our lower secondary departments is not calculated to sustain or encourage those tendencies in the natural child which are the necessary material for scientific instruction afterwards. Besides improving the methods employed in the teaching of Science to the grown up boys, attention should therefore be directed to remedying this defect in the earlier courses. The suggestion of arrangements which can only be made at a cost beyond the practical range of available funds can serve as mere ideals to illustrate principles, and cannot produce any real results of an appreciable degree. Under these circumstances an unambitious but feasible suggestion may not be out of place, One easy way to keep alive the scientific instincts of our school-going children, it appears to the present writer, is the affiliation to every primary and lower secondary school of all the local smiths' and carpenters' workshops, the weavers' looms and all such village institutions, where, on a large or a humble scale, manufacture and applied science could be seen. The classes should be broken up into convenient groups, and the boys should be taken to these places once every week or a similar period, and given half-holidays to be spent in enjoying themselves there under moderate guidance. The educative value of such an arrangement can be equalled only by the amount of genuine pleasure which the boys would derive from such holidays. If they are accompanied by a well trained and efficient teacher, who knows how to unbend and join in the pleasure of the boys, and is able to answer their difficult questions, these weekly holidays could be made to contain in them more instruction than all the other days of the week spent at school. The village blacksmith's shop, where the bellows work and the fire glows, where nails are hammered, wheels tyred, and iron pieces welded, without too complicated machinery to confuse the child, is no mean school for instruction. The tinning of cooking vessels, and the hammering of brass and copper utensils can teach more than what many a present day teacher can ever succeed in putting into his boys by mere class teaching. Detailed instances can easily be supplied and systematic courses amplified out of this idea, which it is intended merely to suggest here for those in authority to develop,

The step suggested is simple, practical and can, without any cost, be at once taken in every school. What the boys would see and learn in these humble but to them extremely interesting institutions would supplement the defective curricula now obtaining, and make for greater efficiency even in the courses appropriately gone through inside the school-room. Without being revolutionary in itself, the change is sure to produce very far-reaching and beneficial effects. It would be easy to imagine the immense effect it would have on the teaching of particular subjects like Physics and Chemistry, and, what is more important, in the maintaining and developing of those instincts which are the basis of all scientific education.

It is said that in this country there is a great waste of undeveloped resources. It is a statement not truer in the department of industry or commerce than in the field of education. A vast amount of real educational energy is in these village institutions left unutilised, while vain and costly methods are pursued with gigantic organisations to superintend and control the fruitless operations.

C. RAJA GOPALACHAR.

SCHOOL MUSEUMS: A PROPOSAL.

THE first aim in forming a school museum is to provide objects that throw a light on our own country, and are useful for Object and Geography lessons. Other aims may be followed as time goes on, but these are the first and easiest. Yet Indian schools have scarcely begun, to form collections of this character.

It has occurred to us that the difficulty of obtaining objects may have something to do with this; we will therefore put forward a suggestion which might remove this difficulty. It is often the case that the objects required cost little or nothing in the neighbourhoods where they found;

what is wanted is only some one to forward them. Is it too much to suggest that schools might do this for each other?

What might be done is as follows. Any school willing to take the trouble might write to the editor of this magazine stating what objects it could supply, and what the price would be, if any. This information would be published, and republished at appropriate intervals of time, in our pages. Schools acquiring such articles would then know how to get them. It would be understood that they would always pay packing and transit charges; articles could be sent V.P.P., (or Railway Receipt by V.P.P.) All that this requires is a little time and trouble on the part of the masters in the schools that come forward; no pecuniary effort is needed. The results, however, in enriching the school museums of the country might be enormous. We wait with interest to see what response follows this suggestion.

THE OCCASIONAL REPORTS SERIES—III.

JAPAN *(continued.)*

Girls' Schools

IT is generally agreed that the status of woman in Japan has always been rather superior to that which she has held in any other Asiatic country. In the earliest times the two sexes seem to have been on almost equal terms: women sat on the throne, went out hunting, engaged in war, wrote books. This state of things continued even after their position had begun to be sapped by the introduction of Indian and Chinese ideas. But China's influence, reinforced by Buddhist views of female unworthiness, finally prevailed, and the Japanese woman became entirely submerged. The exaggerated doctrine of filial and marital obedience left women at the mercy of parents and husbands; virtuous women led a retired life, and that companionship which their wives were not educated enough to afford them was sought by men in the society of the *geishas*. It was a process analogous to that witnessed by ancient Greece where, under the influence of Oriental ideas, the freedom and respect accorded to women in the Homeric Age were converted into the seclusion of the Attic period, and the professional *hetaira* remained the only attractive specimen of her sex.

A change in the status of the Japanese woman came with the new era. Since Japan's awakening increased educational facilities have been afforded to women; their legal position has been modified by the new codes, and now the various classes are free to intermarry. As early as 1871 the Emperor approved a proposal to send a few girls of good families to America to be educated, on the express ground that the better education of the sex would tend to raise it in public esteem—an idea to which other leaders of Japanese opinion added that a permanent improvement in future generations presupposes an improvement in the parents of both sexes, and that all countries which have attempted to work with the male sex alone have fallen signally behind in the march of progress. The chief difficulty at present is that, beyond getting married and keeping house, there is little for the women of Japan to do. The one profession that is freely open to them is that of teaching; but the pay is small, and they are never put in charge of a school, being considered still incapable of administration. However, the principle has been accepted and girls share the attention now devoted to the education of boys.

Primary education is as obligatory upon girls as upon boys. After the primary stage the education of the former is separated from that of the latter, being imparted in Girls' Higher Schools which are intended to do for the girls of the upper and middle classes what the Middle Schools do for the boys. But, whereas many of the boys are preparing themselves for a still higher and more specialised training, with the girls, so far as public arrangements are concerned, the Higher School is the final place of instruction. These schools have all been founded since 1871, the first being the Tokyo Girls' School, opened by the department in 1872, and a prefectural School at Kyoto. Now they number eighty, of which one belongs to Government, seventy-two are public. and seven private. These schools being secondary institutions for general education, their establishment is obligatory on prefectures; but rural districts, cities, towns, villages and private persons may also establish such provided that they do not thereby interfere with the prior claims of elementary education. They are under the supervision of the prefectural inspectors, who go through the books and watch the classes for a few minutes. The departmental inspector from Tokyo may also pay them a perfunctory visit once in two or three years. But there are no women inspectors in Japan, and no arrangements for inspecting the distinctively female portion of the work.

The general rules for organisation and equipment are similar to those for Middle Schools, except that less space is required for science, while there must be special rooms for sewing and music. A covered exercise room and space for play and for drill are also considered essential. The majority of the girls are day students, The school year is similar to that of the Middle Schools; but the weekly hours do not exceed thirty. In some schools the girls sweep out the rooms daily, just as boys do; and not the class-rooms only, but also the museums and exercise rooms. In others the boarders are expected to keep their own rooms clean, but the general menial work is done by servants. In the way of discipline there is little to be done; girls seldom give trouble, and, if they are unsatisfactory, they are requested to leave the school. Other punishments are rare, and even difficult to enforce without running some risk of a disturbance. The conditions of admission are the same as in the Middle Schools—*i. e.*, candidates must be over twelve years of age and have completed at least two years of the higher primary course. But many schools have more applicants than they can accommodate and are obliged to make a selection by examination. Thus, in 1902 there were 11,000 candidates, of whom only 66 per cent. were enrolled.

The regular course extends over four years, but it may be contracted or expanded into three or five. In addition, there may be a special course of "manual arts," also a supplementary course of not more than two years and a post-graduate course of two or three years. The curriculum includes ethics, Japanese, foreign languages (English or French), history, geography, mathematics, science, drawing, household management, sewing, music and gymnastics. Music, however, may be omitted by those who find it too difficult, pedagogics and "manual arts" being added instead. For most subjects the standard is somewhat lower than that of Boys' Middle

Schools. The history includes Japanese, Chinese, and general foreign history. The mathematics consist of arithmetic, algebra and geometry. Under science the girls study botany, zoology, mineralogy, physics and chemistry. Cooking classes are held, "foreign style" being sometimes taught as well as Japanese, for many families now partake of foreign dishes. "Manual arts" appear to mean knitting, embroidery, etc. Those who take a fifth year, or a post-graduate course, are probably aiming at becoming teachers, and so pedagogics is included amongst their subjects. A variety of games and calisthenic exercises are practised, as well as dancing, walking on a swinging log, swinging, and tennis. In addition to the subjects named, a good deal of time is devoted to Japanese etiquette, in order to counteract the roughening effect of foreign systems of education. Girls are taught how to serve tea, or the apparatus connected with smoking; how to arrange flowers; how to entertain a guest; how to behave at a marriage reception, and so on. The majority of the class kneel in the Japanese manner along the side of the matted room, whilst those under training walk up to the teacher with the precise number of steps, the precise attitude of the fingers, and all the other *minutiæ* prescribed by custom. This training is held to impart politeness, delicacy, and self-control. As in the boys' schools, promotion and graduation are left entirely to the teachers, and girls are dealt with even more liberally than boys, on the plea that they are weaker vessels. It will thus be seen that, while Japan still leaves much to be desired in the matter of female education—as judged by Western standards—yet, she can in this, as in other respects give a valuable lesson to India.

PUBLIC INSTRUCTION IN MYSORE, 1905-06.

Population.

Males,	2,751,902.
Females,	2,697,898.

Boys under education, 103,392, or 25.04 per cent. of school going age; girls 19,665 or 4.86. Total expenditure on Public Instruction, Rs. 13,74,931, of which Public Funds, Fees and Private Sources contributed 84, 8, and 8 per cent. respectively.

Collegiate Education.

Arts Colleges 2, with 367 pupils, Expenditure, Rs. 1,18,924, of which Rs. 8,625 came from fees. One important feature of the year in the Central College was that the Lecturer on Geology took both the Senior and Junior students of his section on an excursion to some of the important places in the Province as well as to some parts of the Madras Presidency and gave them practical lesssons in mapping and section-making, besides collecting specimens of various ores, rocks and fossils. Cricket, tennis, football and hockey continued to be very popular among the students and much encouragement was also given to those games.

Secondary Education.

11 High Schools, 198 Middle Schools for boys; with 19,683 pupils. Cost Rs. 3,75, 848, of which Rs. 1,08,802 came from fees.

Primary Education.

1,444 Schools for boys with 48,234 pupils. Cost Rs. 2,12,430, of which Rs. 10,398 came from fees.

Industrial Education.

The farm at Mysore where the students of the Normal School receive practical instruction in agriculture, commenced work in March 1905. There are two small buildings, one for cattle and sheep and the other for office and stores. There are three pairs of working cattle and 24 sheep and a ram. The various operations of the farm are carried on according to a scheme previously drawn up. The students of the Upper Secondary class have field classes, those of the Upper Secondary Training class are required to cultivate field crops and those of the Lower Secondary Training class to grow vegetables, flowers and irrigated garden crops. In spite of difficulties arising from scanty and irregular rainfall and from insufficiency of water in the wells of the farm, cultivation was carried on with a fair amount of success. Ragi, jola, aware, green gram, alasandi, horse gram and groundnuts were the principal crops raised, and were valued at Rs. 216, of which Rs. 153 was paid into the Treasury before 30th June 1906. Seven varieties of Sorghum and four of ground-nuts were tried during the year with fairly good results. A few varieties of cotton were cultivated on object-lesson plots.

Female Education.

Two Brahmin lady teachers from the Maharani's College took their B. A. Degree after passing the examination in the History Branch. This was an event of special interest, as these were the first orthodox Brahmin women in the whole of India to achieve that distinction.

THE NEWS OF THE MONTH.

BENGAL.

MR. C. H. BROWNING is appointed to be Principal of the Dacca College, with effect from the 1st October, 1906.

Mr. H. E. Stapleton (Oxon.), is appointed to be Inspector of Schools, Dacca Division, with effect from the 1st October, 1906.

Mr. F. Turner, is appointed to be temporary Professor, Dacca College, with effect from the 1st October, 1906.

Mr. J. V. Francis is appointed to be Head Master of the Dacca School of Engineering, substantive pro tempore, as a temporary measure, with effect from the 2nd August.

The annual meeting and prize distribution of the Calcutta Homeopathic College was held at the General Assembly's Institution on Saturday, September 14. The Hon. Jogendra Chandra Ghosh presided, and there was a large attendance. The proceedings were interspersed with songs.

Dr. Chandra Sekhar Kali, Secretary, read the annual report, which stated that the College was started in 1902 with 13 students, while last year there were 79 students. The College had been divided into two sections, namely, (1) the English and (2) the Vernacular. For both these sections a three years' course was compulsory for the final examination. There was another examination in the College styled the "Special Membership Examination." On the 10th July last the College was registered under Act XXI of 1860, by which the College became a public institution. It was hoped that the College would have a building of its own.

A Meeting of the Senate of the Calcutta University was held at the Senate House on Saturday, September 14, with the Hon. Mr. Justice Mukerji, Vice-Chancellor, in the chair. The principal business for consideration before the meeting related to the appointment of a staff of inspectors for the periodical inspection of schools. The Hon. the Vice-Chancellor moved :—That the Syndicate be authorised to take steps to employ a sufficient number of competent inspectors of schools for the periodical inspection of all recognised schools by the University. That with a view to provide for adequate funds for this purpose, each recognized school be called upon to contribute to the University chest such annual sum as may be determined from time to time by the Senate upon the recommendation of the Syndicate. That the payment of this sum be a condition of the grant or continuance, as the case may be, of the privileges of recognition. That, for the present, this contribution be fixed at Rs. 50 a year. In commending the proposition to the acceptance of the Senate, the Vice-Chancellor suggested that the proposal should be given effect to temporarily for one year. The annual contribution by the schools to the University to give effect to the proposal should be fixed at "not more than Rs. 50 a year," instead of Rs. 50, as laid down in the draft resolution. They had appealed to Government for the appointment of Government Inspectors for the inspection of affiliated schools, but so far the proposal had not received the sanction of the authorities concerned. Mr. Earle pointed out that the Secretary of State had, as a matter of fact, already sanctioned the appointment of five European inspectors, but they had not yet arrived. That was their difficulty. Maulvi Shams-ul Huda raised a legal objection to the proposal, and pointed out, from the by-laws, that they could not, according to the constitution of the University, raise any money from the schools. Sir Gurudas Banerjee agreed with Maulvi Shams-ul Huda that there really existed a legal difficulty. Mr. Stapleton said that the Vice-Chancellor had not been rightly informed in regard to the state of the schools in East Bengal. With one or two exceptions, all these schools there had been inspected by the Government Inspector twice every year, and so there was no necessity for any fresh importation. Moreover, the schools in East Bengal, he was in a position to say, were in such a poor condition that they lived from hand-to-mouth. After some further discussion, the consideration of the matter was postponed,

A Meeting of the Senate was held at the Senate House, College Square, on Saturday, September 28, Mr. Justice Austosh Mukerjee, Vice-Chancellor of the University, presiding. The Senate unanimously resolved that Mr. T. H. Holland, F. R. S., F. G. S., be appointed University Reader, and that the subject of his lectures be the General Geology of India. The next item of business was the recommendation of the Syndicate that the Ripon College be affiliated to the University in Science up to the Intermediate standard in the subjects of Physics and Chemistry, with effect from the date of application. The Rev. John Watt and Dr. P. C. Roy, who were appointed to report on the matter, concluded their report as follows: Taking into account all the facts of the case—the staff employed or to be employed in teaching Science, the accommodation offered for theoretical and practical teaching, and the promises definitely made that these rooms will be fitted according to the letters and plans submitted, we recommend that the Ripon College be affiliated up to the Intermediate standard in Science. The recommendation of the Syndicate was unanimously adopted. The next item of business was the recommendation of the Syndicate that the Diocesan Girls' School be affiliated to the University in Arts up to the Intermediate standard in the subjects mentioned in Group A, Section 7, Chapter XXXI of the regulations as well as in Geography; and also up to the B. A. standard in the subjects mentioned in Group A, Section 6, Chapter XXXII of the Regulations with effect from the date of application. The Syndicate's recommendation was unanimously accepted.

The *Englishman* learns that a large number of students are now openly writing to the Registrar of the Calcutta University giving the names of the Colleges in which they study, stating that they belong to the Swadeshi party, take part in every demonstration in the city, and asking the University to do its worst.

BURMA.

R. Maung Lwin, Deputy Inspector of Schools, Myingyan; Maung Tun Hlaing, Deputy Inspector of Schools, Meiktila; Maung Ba Kin, Deputy Inspector of Schools, Yamethin; and Maung Lwi, Deputy Inspector of Schools, Northern Shan States, are confirmed in their appointments. Maung Po Nan, Deputy Inspector of Schools, Tavoy, and Maung Ka Zin, Deputy Inspector of Schools, Southern Shan States, are confirmed in their appointments:—*Rangoon Gazette,* September 9, 1907.

Maung Tun San U, Deputy Inspector of Schools, is transferred from Kyaukse and posted to the Yamethin District, in place of Maung Ba Kin, Deputy Inspector of Schools transferred to Kyaukse.

Maung Eddie, Deputy Inspector of Karen Schools, Henzada, is confirmed in his appointment from 1st August.

Maung Tun Hla, Deputy Inspector of Schools, Mandalay Town, is granted an extension of furlough for nine months and twenty-six days in continuation of the leave granted him:—*Rangoon Gazette,* September 23, 1907.

A meeting of the Mahomedans of Rangoon was held on September 18, for the purpose of welcoming four members of the "duty deputation" from Aligarh. Sir Charles Fox presided; and some four hundred persons were present. Mr. A. R. Siddiki, one of the deputation, delivered an address dwelling on the past history of the Aligarh College, and briefly described the conditions of the Mussulmans in the middle of the century, and related what the late Sir Syed Ahmed had done to teach Mahomedans to combine Western education with religious ideas. The aims of establishing the College were briefly explained, which would put energy and spirit into them and bring about a speedy regeneration. He then explained the object of the visit of the deputation, *viz*, to collect subscriptions for erecting a boarding-house, the income of which would be specially devoted to providing scholarships for students from Burma. Owing to the want of accommodation over 300 students were refused admission. Sir Charles Fox cordially supported the endeavours of the deputation to do something to raise the sons of Mahomedans and their successors to a higher level of life and to open to them the true benefits of a good and sound education on proper lines.

For some time it has been felt by those interested in the Methodist Episcopal School for Boys that the accommodation in Dalhousie Street was not sufficient. The Local Government were appealed to and at the close of last year granted sanction to occupy a site in Creek Street at its junction with Montgomery Street. Dr. and Mrs. Dillon Bronson of Boston, Mass., contributed 5,000 dollars to the cost, and the building has been named in honour of them. On Wednesday afternoon at half past four the opening ceromony was held under the presidentship of Bishop J. E. Robinson. There was a large attendance. Nearly all who were present took advantage of the opportunity and examined the building. It is a large, airy, and well lighted building, situated in what is now, and it is hoped will continue to be, a very healthy part of the city.

A quaint objection to religious instruction for girls in school is said to have been put forward in Akyab. Mr. O. White, the Inspector of Schools, asked Maung Po Saw, the Deputy Inspector of Schools, according to an Akyab paper, his opinion as to imparting Buddhist religious instruction to the girls of the vernacular schools when the Model Girls' School opens which is not very far from the Boys' school. The time suggested was between 7 and 9 a.m. Maung Po Saw objected to this fearing that the girls might be easily launched in the marriage market by their contact with the boys on the way who come to school at 9 a.m., when the girls would be returning home for breakfast. He feared that the girls would be met on their return home by the boys.

On August 26, a strike occurred among the pupils at St. John's College, Rangoon. It was caused by the action of a certain number of Burmese boarders who objected to the discipline enforced by a member of the staff. On the evening of August 26, most of the Burmese boarders left, but the Eurasian boys and a certain number of Burmese boys remained at the school. Considerable trouble was caused to the authorities of the College, but influence was brought to bear on the disaffected students, who ultimately offered an unconditional apology, withdrawing their complaints, and submitting themselves to such disciplinary measures as commended themselves to the Principal.

The Diocesan Boys' School, Rangoon, is flourishing. The pupils are now issuing a magazine entitled "The Fleur de Lys." In its "Notes" it is mentioned that the number in attendance is 277. Mr. Cooke has left the school for the Government School at Maymyo, which is now practically staffed with former Diocesan masters. It is intended to start a school fire-brigade by the end of the monsoon, and the Municipality has been approached on the subject.

BOMBAY.

The Bombay Government has sanctioned a grant of ten lakhs for primary education in Bombay City.

On September 10, His Excellency the Governor opened the Poona Islamia School building which is designed to help the Mahomedans of Poona Cantonment in the matter of education. The foundation-stone of the School was laid in 1899, owing chiefly to the efforts of a well-known Mahomedan merchant of Poona, Khan Bahadur Haroon Jaffer, but his death from plague in that year threw back the work of construction until the Bombay Presidency Mahomedan Educational Conference, which met in Poona, helped forward the movement and completed the building at a cost of Rs. 26,000.

An offer of 25 acres of land at Devlali has been made by Mr. Sorabji Cursetji Dhondy for the location of the Elphinstone College in the event of its being removed from Bombay.

At a meeting of the Bombay University Senate held on Saturday, September 28, Principal Sharpe proposed that approval be given to the recommendation of the Syndicate that Poona Agricultural College be affiliated to the Faculty of Engineering for the purposes of the examinations for the degree of Bachelor of Agriculture, with effect from the 1st January, 1908. He said the papers relating to the affiliation had been circulated among the members of the Sénate in accordance with the requirements of the University Act and all the necessary information had been given therein. Government was spending a large sum of money on the building and equipment and staff of the College and a strong staff had already been got together, the details of which could be obtained from the papers circulated among the members. Professor Paranjpe seconded the proposal. The proposition was unanimously agreed to. The College will be a Government Institution and will be controlled by the Director of Agriculture with the advice of the Director of Public Instruction. The teaching staff of the College consists of three Professors, including the Principal, two assistant Professors and four Lecturers and two Demonstrators. The posts of Assistant Professors of Agriculture, Chemistry, Entomology and Mycology have been sanctioned and will be filled in due course. The Entomological and Mycological work, it is proposed, to place under the direction of the Professor of Botany Pending the construction of the College buildings and quarters for students, the College classes will be held in hired buildings, where also a laboratory has been fitted up. Residential accommodation has also been provided for the residence of about one-third of the students. The College buildings and residential quarters for Professors and students are being erected on a plot measuring 143 acres. Due provision will be made for a Library, a Laboratory and a Museum, and for the residence of some members of the teaching staff near the College The College is a Government Institution and will be maintained at Government cost. At present the College fee is Rs. 25 per term. It is not intended to alter this rate.

The Sind Provincial General Secretary of the All-India Mahomedan Educational Conference has issued an appeal to Anjumans and to leading Mahomedans throughout the country for support to the conference which is to be held at Karachi during the next Christmas holidays. It is pointed out that though Mahomedans form 75 per cent. of the population of Sind they are deplorably backward in educational matters, and the leaders of the people are unable to take their proper place in the work of the country owing to their lack of education. It is in the hope of stimulating interest in Mahomedan education in Sind that the conference is being held at Karachi, and Mahomedans throughout the country are invited to help in the formulation of practical schemes for Mahomedan educational progress in the province. H. H. the Mir of Khairpur has expressed his desire to entertain all the delegates as his guests at Karachi. The Nawab Bahadur Salimulla Khan, C.I.E., of Dacca, will preside over the conference.

H. E. the Acting Governor of Bombay, opened on September 11 the Poona Islamia School, which has been built by subscriptions among Mahomedans, aided by the Mahomedan Educational Conference.

To the regret of the students of the Victoria Jubilee Technical Institute, Bombay, Dr. John E. Mackenzie, D.Sc., Ph.D., has resigned his Principalship, after a brief tenure of two years.

CEYLON.

Mr. J. Harwood, Director of Public Instruction, has resumed his post, having returned from Australia on October 2. He displaces Mr. R. B. Strickland, Inspector of Schools, W.P., who was acting for him.

A successor to the late Prof. C. H. Burgess, D.Sc., Manchester, Professor of Chemistry, Ceylon Medical and Technical Colleges, is to be got out from England. We understand that some local applications have been received for the post. The salary is £400 rising by annual increments of £25 to £500.

MADRAS.

Mr. C. E. Odgers, M.A., B.C.L., Barrister-at-Law, Junior Professor, Law College, Madras, has been granted an extension of one month's leave on medical certificate.

Mr. M. H. Venkateswara Iyer, B.A., L.T., Sub-Assistant Inspector of Schools, Nanguneri Range, is granted privilege leave on full pay for two months with effect from the date of relief.

Mr. R. L. Krishna Iyer, Supervisor of Primary Schools, East Nanguneri Sub-Range, is appointed to act for Mr. M. H. Venkateswara Iyer, in the probationary class during his absence on leave or until further orders.

Mr. W. E. Smith, B. A., is appointed a member of the Indian Educational Service and to fill the post of Professor of Chemistry in the Presidency College, Madras, which was vacated by Dr. W. H. Wilson on the 4th October 1907.

Mr. D. A. Hobday, B.A., Assistant Inspector of Schools, Madura Division, and Acting Headmaster, Madrasa-i-Azam, acts on relief as

Assistant Inspector of Schools, Presidency Division, during the employment of Mr. H. W. Callaghan on other duty or until further orders.

The University of Madras is arranging for a course of lectures on modern and experimental methods of teaching Mathematics. The lectures, which will begin on the 26th December, will, like those delivered last year, be for the benefit of Mathematical teachers in Colleges and High Schools. The lectures will be delivered simultaneously at the Engineering College, Madras, the Government College, Rajahmundry, St. Joseph's College, Trichinopoly, and the Coimbatore College, Coimbatore. Mathematical teachers desiring to attend should apply to the Registrar before the 31st instant.—*Madras Mail*, 10-10-07.

The authorities of the Madras Christian College have now in hand a scheme of proposed extensions to the College buildings which is estimated to cost not less than Rs. 2,50,000. The site of the proposed building, which is to the north of the present building and extends from Linghi Chetty Street through to Angappa Naick Street, has alone cost almost Rs. 75,000. The building, the fittings, furniture, gas, water, and electricity will come to Rs. 1,70,000 and apparatus to Rs. 15,000 - in all Rs. 2,60,000. Part of the extensions will have to be taken in hand without delay, so that the College may be ready to begin the new courses for the Intermediate examination in 1909. The work, which ought to be finished by the end of next year, will cost close upon Rs. 1,50,000, inclusive of the site. Dr. Miller has subscribed Rs. 20,000, the Professors of the College Rs. 5,000; the Foreign Missions Committee of the United Free Church of Scotland £1,000; Dr Alexander Miller £500. In connection with this scheme the Rev. Dr. Miller, the Principal of the College, has issued an appeal inviting past students of the College to contribute to it. It cannot be doubted that their answer to their venerable Principal's invitation will be hearty and liberal. *Bis dat qui cito dat.*

It is proposed to establish a Swadeshi College at Coimbatore on the lines of the Fergusson College, Poona, to be called the National College of Southern India. It is to be a first grade college, affiliated to the Madras University. It is proposed to raise the necessary funds, which are estimated at 4 lakhs, for the establishment of the College by public subscription. For obvious reasons the prospectus states it is inexpedient at this stage to publish the names of the gentlemen that have undertaken to serve on the staff, whose philanthropic patriotic offer renders it possible to maintain the College with a comparatively small fund. A capital of Rs. 50,775 is already promised by a number of influential Indian gentlemen. Letters are published from Sir V. Bhashyam Iyengar and Mr. C. Sankaran Nair approving of the scheme.

It is reported that a proposal is before the Cochin Durbar for the raising of the Ernakulam College to a first grade College, so as to remove the difficulties now experienced by people in Cochin in having to send their children to Madras and other places to prosecute their studies for the B. A. degree.

Mr. Glyn Barlow, Principal of the Victoria College, Palghaut, has been appointed Acting Registrar of Madras University.

The Madras Government have published an order in the Educational Department distributing, from the special grant of Rs. 6 lakhs in aid of Primary education, a sum of Rs. 1,47.555 among the District Boards, in order to enable them to meet the cost of the maintenance. in the current year, of the new rural schools opened in 1906-07 and to be opened in 1907-08.

One lakh of rupees has been added to the Griffith bequest to found a University Library attached to the Madras University and another sum of sixty thousand for the University Lectureships and Research Scholarships.

The Maharani's Female College at Mysore is becoming popular and Hindu girls from the mofussil frequently seek admission. A temporary hostel has been arranged for housing mofussil students, Lately several Eurasian girls have been admitted.

Bishop Cotton's Schools seem on the eve of brighter days than they have experienced for some years past The accounts are at last on the credit side, and a new suite of upstair dormitories are about to be built for the Boys' School. In the boys' school there are now 60 pupils, and in the girls' about 100, and the building of a sick-room and a compound-wall is contemplated. Money has been coming in from many generous subscribers, including an anonymous gift of Rs. 150, and much interest is being taken in the progress of the schools. There can be no doubt as to the determination of the school executive to revive the old glories of the place, and they are going the right way to succeed.

PUNJAB,

Captain Melville, I. M. S., is appointed Officiating Professor of Anatomy at the Medical College, Lahore.

THE UNITED PROVINCES.

With effect from the 15th September a reorganisation scheme of the United Provinces Educational Department came into force. This scheme provides for the distribution of the various districts into eight educational divisions, with headquarters at Meerut, Bareilly, Agra, Lucknow, Benares, Fyzabad, Allahabad and Naini Tal.

With effect from the 15th September consequent on the distribution of districts into educational divisions the following appointments among the Inspectors of Schools are notified for information :—Mr. P. S. Burrell, Inspector of Schools, 1st Circle (on special duty), to be Inspector of Schools, 1st Division (Meerut). Saiyid Mehdi Hussain Bilgrami, Officiating Inspector of Schools, 1st Circle, to be Inspector of Schools, 2nd Division (Bareilly). Rai Gyanendra Nath Chakrabatti Bahadur, Inspector of Schools, 3rd Circle, to be Inspector of Schools, 3rd Division (Agra). Mr. F. J. Moss, Inspector of Schools, 5th Circle. to be Inspector of Schools, 5th Division (Benares). Babu Mahendra Nath Datt, Inspector of Schools, 2nd Circle, to be Inspector of Schools, 6th Division (Fyzabad). Mr. J. W. Bacon, Inspector of Schools, 4th Circle, to be Inspector of Schools, 7th Division (Allahabad). Mr. J. Murray, Inspector of Schools, 6th Circle and

Inspector of European Schools, to be Inspector of Schools, 8th Division (Naini Tal) and Inspector of European Schools.

Mr. E. A. Richardson, Inspector of Schools on deputation, to be Inspector of Schools, 4th Division (Lucknow), but to continue on deputation.

Rai Gyanendra Nath Chakrabatti, Bahadur, Inspector of Schools, 3rd Division (Agra), to officiate as Inspector of Schools, 4th Division (Lucknow), *vice* Mr. E. A. Richardson, on deputation.

Pandit Kali Dat Dube, Assistant Inspector of Schools, 4th Division (Lucknow), to officiate as Inspector of Schools, 3rd Division (Agra), *vice* Rai Gyanendra Nath Chakrabatti Bahadur.

Babu Ganga Sahai Shinghal, Officiating Assistant Inspector of Schools, Agra Division, to officiate as Assistant Inspector of Schools, 4th Division (Lucknow), *vice* Pandit Kali Dat Dube.

Munshi Kirpa Narayan, Assistant Inspector of Schools, 2nd Division (Bareilly), to officiate as Inspector of Normal Schools, and Training Classes as a temporary measure, *vice* Pandit Ikbal Kishan, deceased.

Pandit Sukhdeo Tiwari, Officiating Assistant Inspector of Schools, Shahjahanpur Division, to officiate as Assistant Inspector of Schools, 2nd Division (Bareilly). *vice* Munshi Kirpa Narayan.

The scheme for the development of industrial and technical education, proposed by Sir John Hewett and discussed at the Conference at Naini Tal in August last, has reached Simla, and is being favourably considered by the different departments of the Government of India.

At a meeting held in Lucknow to consider the plans of the new Medical College, Mr. S. H. Butler, C.I.E., honorary secretary to the Prince of Wales' Memorial Fund, stated the present position of the fund was rupees twelve lakhs sixty-six thousand promised, and ten lakhs forty-three thousand already received. The expenditure to date was rupees twenty-nine thousand, of which rupees fourteen thousand were paid in advance to the Resident Engineer for levelling the site.

The death has occurred of Miss West, Chief Inspectress of Schools, United Provinces. She was a brilliant scholar, was educated at Girton where she graduated with honours, and was also a Bachelor of Arts of Trinity College, Dublin, and Mistress of Pedagogy, London. She was appointed to the Indian Educational Service by the Secretary of State and took up her appointment in March last. She was only twenty-seven years of age, The Indian Educational Service will feel her loss

To perpetuate the memory of the late Mr. Sullivan, Executive Engineer, Lucknow, his Indian subordinates, overseers and sub-overseers and contractors of the Lucknow Public Works Department, have subscribed spontaneously nearly fifteen hundred rupees, from which a Sullivan Scholarship will be founded and awarded annually to the best student passing out from Rurki College as a lower subordinate and not entitled to a Government scholarship. A medal will also be presented from the fund to the student obtaining the highest marks in an engineering subject.

GENERAL.

The *Parsi* remarks :—We are glad to note that the inauguration of the Tata Institute of Research is now well within sight. The final details in connection with the organisation of the scheme have been arranged, according to which the Institute will commence with an income of a little over two and a half lakhs, and the capital available will amount to about seven and a half lakhs. The course of study will consist of chemistry pure and applied, which will form the first care of the Institute. Electrical technology will be studied simultaneously with chemistry, and for this Bangalore offers special facilities owing to its intimate connection with the magnificent electrical installation on the Cauvery at Sivasamudram. Next in order will probably come bacteriology and the study of fermentation. Further than this no plans have been made. The management will be committed to a Council, comprising the Professors and an equal number of non-academic members. The professors will form a Senate—a purely academic body which will consider all academic questions before they come up to the Council for sanction. The Viceroy has consented to become the Patron, and there will also be Vice-Patrons, and a body called a Court of Visitors, which will serve to keep the Institute in touch with public opinion and which, when necessary, may act as a check on the Council.

CORRESPONDENCE.

SIR,—The remarks of your correspondent 'Nagar' on the Hindi Readers in the Central Provinces deserve careful consideration. Some of the objections urged against these Readers might well be applied to the Gujerati Readers here. Thus, for Persian and Arabic high-sounding words our Readers often employ high-sounding Sanskrit words. The reactionary tendency in spelling is very clearly marked ; and words which only a generation ago were written in modern garb, are now given their pristine Sanskrit forms, although even in our Marathi Readers the modernising tendency has been upheld. It is rather amusing to find 'Nagar' complaining that "the religious bigotry of the writers is still more seen in the use of the singular number for Hindu personages and plural (honorific) for those of the Mahomedans." Our readers use the singular not only for *personages* of creeds other than the Hindu, but also for their great *religious teachers*, *e.g.* Buddha, Mohammed. If his subscription really indicates his caste, 'Nagar' might derive some profit from the moral conveyed, and remember that " 'tis the sport to have the engineer hoist with his own petard." But the defects of the Gujerati Readers in this respect reach deeper. Their dangerous nature is due not so much to unconsciously unsympathetic treatment of other religions, as to the Hinduistic bias (unconscious, I hope) of many lessons, particularly of the poetry lessons. The very frequent references to *Devas* and *Munis* (Varuna, Sesha, Narada, gods of the regions and goddesses of woods, &c.), the allusions to *Gopis* and to Kahan's piping, are not a little reminiscent of paganism ; and it is a pity that the children of strict Mohammedans and true Zoroastrians should have the impressions arising from such lessons stamped on their minds at a tender age.—Yours &c.,

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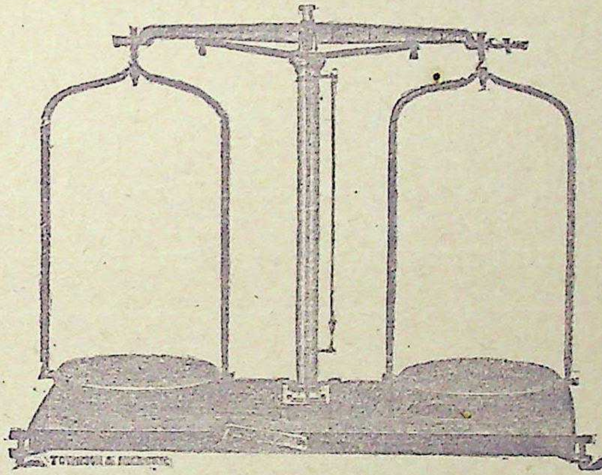

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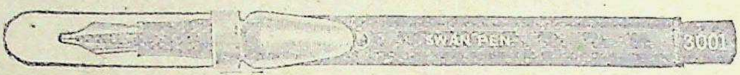

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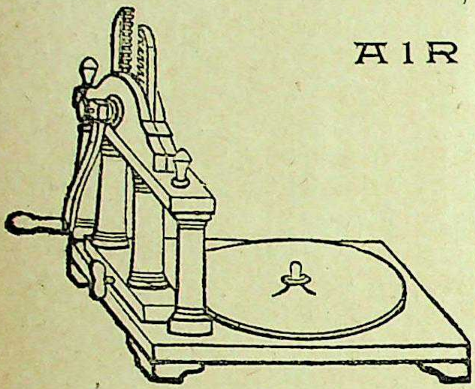

Fig. 1.

Air Pump, double barrels, 6½ inches long, 1½ inch bore 4¾ inch stroke with 8 inch plate on Mahogany stand, and stopcock between the plate and the barrels, Fig. 1. 120

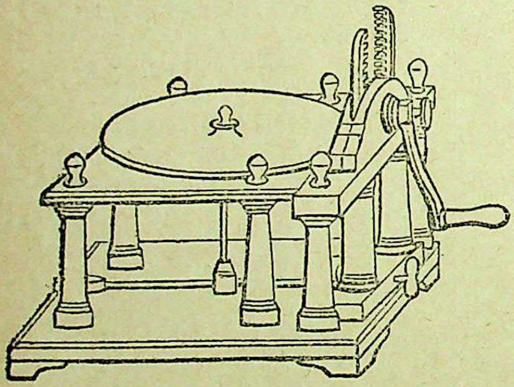

Fig. 2

Air Pump, double barrels. 7 inches long, 1¾ inch bore and 5½ inch stroke, with 8 inch ground plate. on Mahogany stand, supported by four pillars with small gauge plate, Fig. 2 238

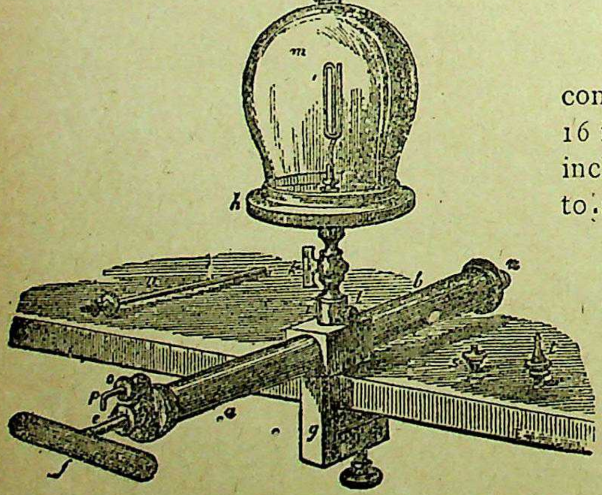

Fig. 3.

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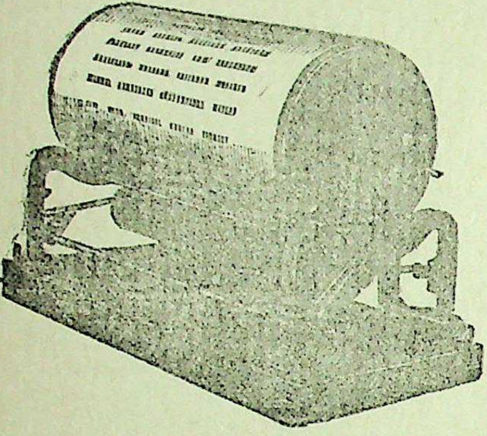

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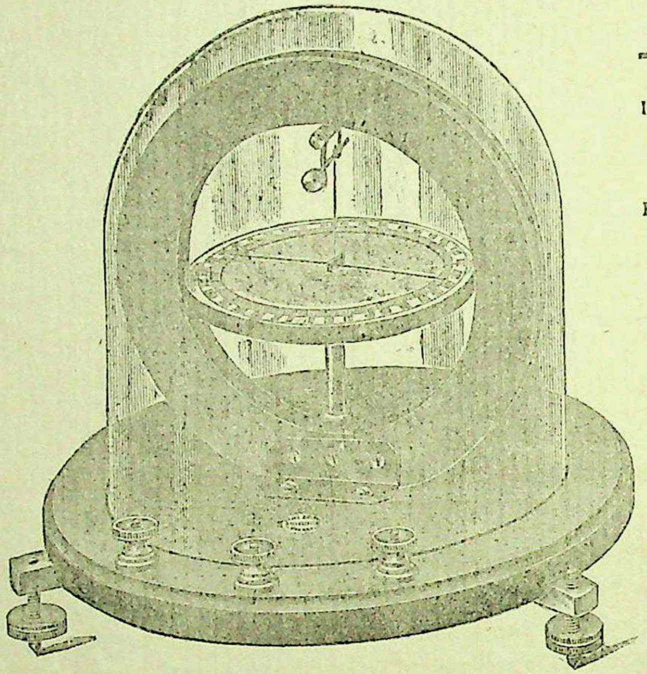

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INDIAN EDUCATION.

We —we have chosen our path
Path to a clear-sighted end,
Path of advance !

VOL. VI.] OCTOBER, 1907. [No. 3.

EDITORIAL NOTES.

WE have heard it advanced as a criticism of the type of work done at the Secondary Training College that it requires the teacher to be incessantly talking ; that it is therefore too fatiguing to keep up.

In reply to this it may be allowed that modern methods of teaching do certainly require a good deal of exertion from the teacher. But in the first place let teachers themselves see that they do not exert themselves wantonly and fruitlessly. It is a common fault of theirs, especially in this country, while they are taking oral work to talk incessantly. Many of them habitually ask every question twice ; and give every explanation several times over. Such teachers, if they feel tired at the end of the day, have only themselves to thank for it. Let them control their own loquacity.

Work with the very young must be chiefly—almost entirely—oral. But there ought to be always a distinct interval, of not less than ten minutes, between each lesson. This is both for the sake of the teacher and the taught.

With higher classes periods of repose are most desirable. It has a deadening effect on the class to be always listening to the teacher's voice. There ought sometimes to be silence. This is good for them and for the teacher ; and it accustoms them to work for themselves. The correction of exercises ; working of sums ; drawing of maps, &c., these will afford opportunities for such work. Of course, the working hours of a Training College are not spent on such work, but it is recognised all the same.

Finally, if teachers will learn to speak slowly and clearly, and will turn their heads and walk about the room a little, instead of sitting at their desk and shouting, they will not find talking so fatiguing.

* * * *

The question whether marks should or should not be indicated on University examination papers is a very trivial one ; but on the whole it is probable that the omission of the marks is a change in favour of the candidates. When marks were indicated most candidates used to regulate the length of the answers by the number of marks, as they could not or would not believe that Examiners went by any other criticism than the length of answers. Now, probably, candidates will be more likely to write on questions in proportion to what they know about them.

There is of course another argument available. It may be said that by printing the marks examiners to some extent win the confidence of students. There is some force in this. The Universities of India are not like those of Oxford and Cambridge, where examiners are separated from students by great distinction and high abilities, which entitle their verdict to a strong instinctive respect. In India the examiners are often insignificant, and never distinguished people ; what they do is freely criticised and if doubtful condemned as wrong. They are supposed to be whimsical and capricious, and it is felt that their powers for evil should be restrained as much as possible. To meet this feeling there is only one way, that examiners should disclose their methods, and invite the public if possible, when they are dissatisfied, to point out better methods and better men. In accordance with this, we think that either all questions should be declared to be of equal value, or the marks should as hitherto be printed for the candidates' information.

* * * *

The Madras Education Exhibition seems to have been a great success, having been visited by 9000 persons, of whom over 3000 were ladies. We much regret that we cannot place before our readers any account of the exhibits ; we were unable to find any contributor who would write an account of them. We much regret this, because there must have been things on view which would be suggestive to the thoughtful and enterprising school masters, and if they are not brought to notice and recorded an opportunity is lost. Nevertheless we heartily congratulate the promoters on their success, and the fact that, apart from a small Government grant, the cost has met by public subscriptions is most encouraging. The students' riot in connection with the occasion should perhaps not be taken seriously.

EDUCATION IN ENGLAND.*

IN the sphere of Secondary education the Government have issued new regulations which affect about 600 Secondary Schools which contain about 110,000 scholars. Some of the changes which the new regulations introduce are educational in their character. The large majority, however, are administrative or political. The purely educational changes are satisfactory. The Board have dispensed with the requirement that in each year in the Secondary School course a certain definite minimum of time may be given to each subject or group of subjects. Provided that due continuity of instruction is secured and that each subject taught is adequately dealt with, (requirements which must be fulfilled to the satisfaction of the Board's inspectors) considerable freedom is given to the governing bodies and head teachers of secondary schools, so far as the planning and distribution of the course of study are concerned. Physical exercises and manual work are to be duly considered throughout the whole curriculum and, where desired, instruction in science may be wholly replaced by an approved scheme of instruction in practical housewifery for girls over 15 years of age.

But on the administrative side the changes, as they stand, are regrettable, For the first time the State differentiates its grants to different groups of secondary schools on grounds unconnected with the Educational efficiency of the teaching given in them. This is a new departure of serious moment, and likely to lead to further undesirable developments. Secondary schools are to be divided into two groups, those in the first group receiving grants on a much higher scale than those in the second. In order to be included in the first group, a school must offer a fourth of its places without payment of fee to boys or girls who have been for at least two years under instruction in a public elementary school immediately before entering the secondary school. These free scholars must pass an entrance test of attainment and proficiency approved by the Board for the school in question, but not higher than that required for the admission of fee-paying scholars, Secondly, the governing body of the school must contain a majority of representative governors appointed by local representative authorities (County or Borough Councils, Urban or Rural District Councils, Parish Councils, Boards of Guardians, etc,) or elected by popular local constituencies, such as Parish Meetings. The governing body, so constituted, is to have in its hands the appointment and the dismissal of the head master or mistress of the school. Thirdly, in all schools which receive the larger scale of Government grant, no member of the teaching staff may be required to belong to any particular denomination.

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* Continued from our September number.—ED., *Ind. Ed*

Schools which conform to these regulations will receive a grant of £2 on account of each scholar between 10 and 12 years of age who has been for at least two years under instruction in a public elementary school immediately before entering the secondary school. The school will also receive a grant of £5 on account of each scholar who, on the first day of the school year, is between 12 and 18 years of age. In cases where, owing to the smallness of the numbers of pupils in a school, the total grant payable by Government is less than £250, the Board of Education may make up the grant to £250, after considering the greater proportional cost required for the efficient maintenance of the school and its importance towards a due provision of higher education for the area. Beyond this, the Board may, in certain cases, augment the grant payable to such a school with a view to meeting part of the expense incurred in respect of special educational experiments approved by itself.

Secondary schools which fail to fulfil one or more of these new conditions, *viz.*

(1) Arrangements for securing that a proportion (nearly 25 per cent.) of places are to be opened without payment of fee to scholars from Public Elementary Schools;

(2) Control by a governing body, the majority of the members of which are appointed by local representative authorities or popular constituencies;

(3) The abolition of any requirement as to religious belief on the part of the teachers of the school

are to form a second group, which will be placed at a severe financial disadvantage because they will receive Government grants at half rates (£2-10-0 instead of £5) on pupils between 12 and 18. And no new schools, or schools that have not yet received Government grants, may be placed in this second group. This means that no schools to be established hereafter by the Public Day School Trust, or other similar bodies, will be entitled to earn grants at all. All Roman Catholic schools, except those which are already on the grant list, will be ruled out from participation in the Government grant. Those which continue to receive a grant will do so on the lower scale. Schools which have a special connection with the Church of England or other religious bodies will be placed under the same disability. Schools under independent Boards of Governors, although conducted under a scheme of the Charity Commissioners, are to be debarred in future from receiving the higher rate of Government grant unless they alter their instrument of government and bring in a majority of representatives of Local Authorities on to their Board.

Two loopholes, however, are carefully left by the regulations. In the first place, a Local Education Authority may pass a resolution informing the Board of Education that a particular school is in their view required as part of the secondary school provision of their area, and that the new conditions as to the constitution of the governing body and the denominational character of the school may be waived with advantage in respect of the particular school. In that case the Board of Education may pay the full grant. Secondly, discretion is given to the Board of Education (but not to the Local Education Authority) to excuse a particular school from requiring as many as 25 per cent. of its places to be thrown open without fee to scholars from public elementary schools. These provisions show that the Board is well aware that the new conditions cannot wisely be enforced in all cases. But either the Local Education Authority should decide in all cases whether all the conditions should be enforced, or the Board of Education should be given a dispensing power in all cases. There is no sound principle in the distinction which the regulations set up in this present form.

These new regulations affect 279, or not quite one half, of the Secondary Schools at present aided by the State. What appears to have actually happened is this. The Up-thrust of new social forces is necessitating a rapid provision of a large number of new Secondary Schools with a curriculum normally extending to about 15 years of age. The maintenance of these schools is expensive. The new Local Authorities need help. Nearly all the Secondary Day Schools of England urgently need financial aid for the better payment of their assistant teachers and for the provision of a more satisfactory equipment. The Treasury has refused to supply the funds necessary for an all round advance in Secondary education. What has been wrung from the Treasury is insufficient, even to meet the need of the Local Authorities. The latter therefore wish to get as large a share of it as they can. Consequently new regulations have been drafted with the purpose of excluding about one half the existing State-aided secondary schools from any share in the new grant. This is done in such a way as to bring pressure on many endowed schools which are in financial straits to throw themselves wholly under the control of Local Education Authorities. Provision is made for free secondary education up to or beyond a fourth of the places in the secondary schools aided on the higher grant. This is a way of meeting the demand, vociferous in some districts but non-existent in others, for free secondary education. The opportunity has also been taken to put a stop to the increase of Roman Catholic schools in receipt of public aid. A blow is dealt at all Secondary Schools with a denominational connection. But, as many of the secondary schools will stand out against the new conditions, Local Authorities are allowed to petition the Board to waive the conditions in particular cases. The Board is also given private discretionary power to allow a particular secondary school to remain more (socially) exclusive on vague grounds of educational desirability.

Thus the new regulations are a curious mixture of good and evil. The grave blunder which they attempt to conceal is a refusal on the part of the Government to give urgently needed financial assistance on an adequate scale to Secondary Education in England. The new regulations fail again to discriminate on educational grounds between higher and lower secondary education. It is not the case that 25 per cent. of the places in a higher secondary school are required for the free tuition of pupils from public elementary schools. Every one agrees that we have already gone to the limit of wisdom in encouraging all and sundry to take advantage of secondary education of the older type. Thirdly, the regulations are an attempt to build up rather hurriedly a superstructure of secondary education upon a system of elementary education which is admittedly quite inadequate in most cases for the preparatory intellectual training of the children committed to its charge. The classes in our elementary schools are too large, the cultivation of the great majority of the teachers is insufficient, to allow the English public elementary schools yet *as a rule* to be what these new regulations suggest that they should become, viz., the normal avenue of entrance for all children to the secondary schools. Here again the Government have flinched from the necessary expense of the main essential of all education reforms, namely the improvement of the public elementary school. That the public elementary school should become in an increasing degree the common school for all children in the community is greatly to be desired. But it will not become this unless its work is improved, and that cannot be improved without a very great increase in the expenditure. That Local Education Authorities should take an increasing interest in secondary education is also well and good, but it is undeniable that in many districts the existing Local Education Authorities are still unfit to take responsible charge of the curriculum and educational purpose of a higher secondary school. In some case neither the majority of members, nor their officials themselves, have enjoyed an education which enables them to understand what higher educational work really is. For these reasons it seems to me unlikely that the new regulations for secondary schools will really promote the true unity of English secondary education. They will probably result in a greater cleavage between schools which are under the Public Local Authorities and those which are not. The present Government has missed once more a great educational opportunity.

The third great change in the regulations of the Board of Education which have been announced this month is that in the regulations for Training Colleges. It is satisfactory to note that the Board require, for the first time, hygiene to be studied by every teacher in training. Again the new forms of undertaking, to be signed by men and women on admission to residential colleges provided by Local Education Authorities, permit the student to fulfil his subsequent appointed service, not only in a Public elementary school, or Poor Law School, or Reformatory, or Industrial School, but in any Secondary School, Pupil Teachers' Centre, or Training College, in respect of which grants are paid by the Board of Education out of monies provided by Parliament. This opens up a wider career for students when their course of training is completed. The new regulations for Training Colleges are, however, chiefly characterised by an attempt to wrench away from their denominational connection the residential Training Colleges at present carried on in association with the Church of England, the Roman Catholic Church and the Wesleyan Methodist body. Here again a false economy on the part of the Government has caused them to make a grave error in educational policy. What was wanted was a great increase in the number of residential Training Colleges on an undenominational basis. Instead of providing money for these, the Government have attempted to snatch away the Training Colleges which belong to the denominations and forcibly to destroy all their denominational character. There is a general feeling that this action is unjust and unwise. Everyone agrees that teachers should have full opportunity of access to residential Training Colleges without having to conform to beliefs which they cannot conscientiously accept. At present the residential Colleges are, for historical reasons, much too exculsively denominational. But it is generally agreed that denominational Colleges are required; that they are preferred by at least half the students; and that the majority of the existing denominational Colleges have not only done excellent work, but have been greatly improved during the last few years. The right course would have been to double the number of residential Colleges. This would have in no way been in excess of the real demand. Instead of this the Government have stirred up bitter resentment which will probably cost them dear at the polls, and have once more missed an opportunity of promoting both efficiency and unity in English national education. It is probable, however, that the new regulations for Training

Colleges will be found unworkable in their present form. Mr. McKenna's lame defence before the Archbishop of Canterbury's deputation on Saturday, July, 20, showed that the details of the complicated regulations put out in his name were unfamiliar to him. As they stand, the new regulations for the admission of students to Training Colleges are impracticable. After the first flourish of trumpets, they will be whittled down.

By the death of Mr. W. G. Rutherford, formerly Headmaster of Westminster, classical scholarship has lost one of its most brilliant and influential representatives. And the deeply lamented loss of Mr. Reginald Balfour at the early age of 32 has deprived us of the aptest pen which has been used in the service of English education since the death of Matthew Arnold. Of all the younger men none could be less spared than he. Those who know him will never forget his bright mind, his eager temperament and his winning ways.

The Imperial College of Science and Technology has been started on its way by the establishment of a governing body under Royal Charter. The King has laid the foundation stone of the new University College building at Bangor, confirming the well deserved honour of Knighthood on Sir Henry Reichel. The Committee of Inquiry into the Department of Agriculture and of Technical Instruction in Ireland has fully vindicated the excellence and practical wisdom of Sir Horace Plunkett's Work.

* * * *

August has been a month of Education Congresses and Conferences. The discussions have emphasised three points. First, increasing importance is attached to the hygienic side of education. Secondly, there is a growing conviction that more should be done to give a practical turn to the work of the majority of older scholars in the elementary schools, and that their attendance at continuation schools should be encouraged, if not required, during the years immediately following the close of the elementary day school course. Thirdly, many of the leaders of working class opinion feel strongly that the education provided in the schools and continuation classes should provide a large measure of liberal as well as technical training, and that more encouragement should be given to classes in which adult students engaged in the work of earning their living in the day time, could gain instruction in those subjects which give a wider outlook on life and fit a man to bear a more intelligent part in public affairs.

The first of the three meetings at which important educational matters were discussed was that held in connection with the British Association at Leicester at the beginning of August. Sir Philip Magnus presided for the Educational Science section. His address gave an able and comprehensive review of the present drift of educational opinion in England. But the central and most significant part of his address was an argument in favour of giving a more practical turn to the teaching in the elementary schools. "We have provided for our boys an education which might have been suitable for clerks." He urged that active and constructive work on the part of the children should be largely substituted for ordinary course teaching, and that much of the instruction should be made to arise incidentally out of such practical work and be centred round it. Changes in social conditions, and more specially the fact that the great majority of our people live in urban surroundings, is compelling us to consider afresh the fundamental ideas upon which an elementary education should be based. Sir Philip contended that by means of an unduly liberal training we have made the mistake of arresting the spontaneous development of a child's practical activities. Elementary education as at present organized seemed to him to have placed the children in artificial conditions in which their training has little necessary connection with the realities of life. Manual training must not be a sort of extra added to an already overcrowded curriculum. It should be, he thought, the fundamental idea underlying all the efforts and dominating all the practice of the schools. He would base primary education on practical pursuits, on the knowledge gained from actual things, whether in the field, the work-shop, or the home.

The same note was struck in many of the other papers contributed to the meeting. Professor Armstrong appealed against the tendencies now dominant in the education of girls, and held them up to ridicule as being too bookish and too far removed from the practical duties of later life. Mr. Millis, the Principal of the Borough Polytechnic Institute in London, described the work of the technical day school for boys which he has organized with much success. He urged that we need in England great increase in the number of Preparatory Trade Schools for boys, and that the work of many of the pupils in the highest class of the elementary day schools should be so reorganized as to prepare for and dovetail into instruction subsequently to be given in the trade school. Mr. J. G. Legge, Director of Education for Liverpool, and formerly Chief Inspector of Industrial Schools, advocated a similar policy. "The circumstances of many children demand that their manual activity shall be just as carefully cultivated from early years as their intellectual faculties showing the need for dovetailing into one another the industrial and the literary or intellectual elements of their training. Evidence of the value of industrial training is afforded by a study of the work done in schools under the control of the Admiralty, the War Office, the Home Office, the Local Government Board and of various voluntary associations for the care of orphans. A mere course of weekly lessons in handicraft is inadequate. The main ideas which underlie all satisfactory schemes of industrial training are the following:—First, the acquisition of the workman's touch. Secondly, the art of handling every tool of the trade to the best advantage. Thirdly, the full understanding of the materials that have to be worked upon. Fourthly, the capacity to plan out, as well as to execute, the piece of work." Mr. Legge would divide a school day into two distinct sessions. The morning session he would devote mainly to the literary and intellectual side (*i. e.* such subjects as English, Arithmetic, Writing, Geography, History and the laws of health). The afternoon session he would give to the practical and constructive elements (Drawing, practical, recreative and constructive elements, sewing, physical training, and manual work of the most varied kinds). It would afford full scope for originality both in teacher and pupil. The afternoon session would also include lessons in housewifery for girls. But the work of the two sessions would be linked together by a careful corollation in the methods of teaching, and by efforts to make the pupils realise the bearing of their theoretical studies on the practical work. Mr. Legge urged that the adoption of such a curriculum would improve the conditions of those classes of the population most exposed to physical deterioration. They would also help in counteracting some of the deadening influences too often involved in the conditions of modern industry.

The welcome given to these and other suggestions by the representative audience attending the meeting was unmistakable. The trend of opinion is clear, but there are immense difficulties in the way of reform and many grave perils will be incurred by those who endeavour to give practical application to the desire for a more practical education. The number of teachers qualified to give instruction which is at one and the same time liberal in spirit and constructive in character is very limited. For centuries our teachers have been trained in a liberal groove. At present little serious attempt has been made to work out a course of provisional training for teachers which will fit them to give a liberal education largely through practical studies. In any case the change can be only gradual. It must begin on a small scale. The new ideas are still in an experimental stage. Perhaps the most practical course will be to encourage the organization of a new kind of industrial day school side by side with ordinary public elementary schools, and to pick out for service in the new schools men and women teachers whose natural instinct draws them towards that kind of education. These teachers will gradually work out a plan of instruction. Similar experiments should be made at some of the training Colleges. The example of the new day industrial schools will, if they are successful, influence the ideals of those that work as teachers in the ordinary elementary schools. It is essential that the two groups of schools should not be administratively separate. They should be in close relation to one another and intimate intercourse between the teachers of the two types of schools should be in every way encouraged. The second difficulty which confronts the reformer is the very great increase of expense which would be incurred by any expensive plan of industrial training. Already the ratepayer is indignant at the education rate. The Treasury grants are quite inadequate to secure real efficiency either in elementary or secondary education. The only hope for reform lies in the growth of strong public opinion keenly in favour of improved education. It is possible that if a well considered plan of industrial schools is put before the country it may awaken such support, but I confess that at present I see no likelihood of such a step being taken by the Board of Education. The peril which lies concealed in the new movement is grave. In England it is our besetting sin to be too utilitarian in our education plans for the masses of the people. The class idea is strong. Hundreds and thousands of people believe in their hearts that the masses of the population are most wisely kept on a narrow stint of education. Unless, therefore, the new educational movement is inspired by a strong national purpose, and by a resolve that the whole nation shall be effectively and practically trained both for the duties of citizenship and for personal development as well as for the practical work of wage earning, there is a danger lest the new industrial schools, if they are founded, should fall into the evil way of premature specialism which has doomed more than one earlier education movement in England to irretrievable failure.

M. E. SADLER.

SOME SECRETS OF THE ART OF TEACHING MATHEMATICS.

(A) GENERAL.

I. PLAN your teaching carefully from the very beginning and let the pupils make progress under the direct influence of your own personality rather than of books.

2. Handle every lesson in such a way as to make it a part of the pupils' own mental property.

3. Adopt the *inductive* process in teaching every new definition, rule, or proposition.

4. First *teach*; then hear and *examine* the pupils to see whether or not they have learnt what is taught.

5. Lead the pupils on to discover new truths by skilful questions that can be fairly answered; guide their work and let them suggest step by step what is to be done next.

6. Use the black-board yourselves as little as you can, even while you present a new rule or theorem.

7. Train your pupils from the beginning to *chalk* and to *talk, i.e.* to read aloud what they write while they write it on the board.

8. Use a wet sponge to erase the writing on the board, and then wipe it with a duster.

9. Work for the *slowest* rather than the quickest, who, as a rule, take care of themselves.

10. Repeat each new fact established over and over, until it is impressed upon the slowest, before going on to the proof of the next.

11. Insist upon a clear and distinct enunciation rather than answers in complete sentences in every case.

12. Lay great stress upon class-exercise and consider Homework and study of books as very minor features. Let private work and study of text-books simply serve the purpose of fixing in mind and giving practice of what is learnt.

13. Teach in a standing position either at the black-board or near your desk so as to command the full view of the class. Do not loll or patrol in the class like an actor on a theatrical stage while teaching so as to distract the attention of students.

14. Try to know your pupils well. Pay *individual* attention to every one as far as you can.

15. Never hurry on and try to finish the whole lesson too soon; give the pupils enough time to *think*.

16. Never wander from the subject you handle; avoid too wide a range.

17. Make a judicious use of the psychological steps and teaching devices.

18. Have in front those who are short-sighted and hard of hearing as well as those who are dull, backward, and restless.

19. Do not set fantastic examples and catchy problems to puzzle your pupils and subserve the whims of examiners. Let them be original to demand an independent thinking, but straightforward and easy enough to be worked out by students of moderate abilities.

20. Correct the errors and criticize the answers examined, in the class.

21. Train the pupils to cultivate neatness of expression in both words and notation in their work.

22. Make the best arrangements to secure independent exercise without any means of inter-communication between pupil and pupil.

23. Set different examples and problems to different pupils—easier ones to the dullest and slowest, and harder ones to the quickest.

(B) SPECIAL.

Arithmetic and Algebra.

24. Teach every rule and process in such a way as to arouse self-effort on the part of the pupils.

25. Make the reasoning upon which the rule is based quite clear before using the rule.

26. See that the example or problem set for practice is worked with the help of the rule taught as the deductive exercise, step by step, in a logical order as in a geometrical proposition.

27. Let the examples and problems that you set be *modern* and *real*, such as appeal to the daily life of the pupils in and out of school.

28. Omit all weights, measures and coins that are not current and in every day use in your Presidency or country.

29. Educate the hands and eyes of your pupil so that they may become expert in guessing the weights of objects and small and large distances as approximately as they can.

30. Avoid setting such problems as lead to absurd answers like—
'The man will take 65 days to walk a mile!'—
'$5\frac{1}{2}$ men are required to finish a certain work in 1 day!'

31. When there is a choice between two or more methods based equally on sound principles and reasoning as in subtraction, multiplication, Rule of Three (Fractional and Unitary Methods), &c., adopt for the sake of *uniformity* throughout the whole school that method which is shortest and which is suggested by the *law of association* as having some connecting link with other rules as of a common foundation or application, after discussing it at the common-room meeting of the staff.

32. Lay great stress upon the *oral* solution of easy exercises chiefly in the lower classes.

33. Approach the subject in the first instance as far as possible from the *concrete* side. For, that is the way in which a subject *naturally* presents itself to the mind of the child.

34. Carefully teach how to arrange and connect the various steps in arithmetical calculations in a clear manner. Let the aim be to make the work easy of revision. For this purpose adopt the memorandum style with recognised signs and forms of abbreviation in preference to writing the formal steps in complete sentences.

35. Write the subordinate steps and mechanical operations which cannot be conveniently shown in full in the main body of the work, in a separate column not far away.

36. Let the beginning of Algebra grow out of Arithmetic as the only natural approach to it.

37. Teach the pupils to *think* their own way into the language of symbols and not merely to acquire dexterity in manipulating them.

Geometry.

38. Give the first notions of geometrical figures as a *square*, a *circle*, a *triangle*, &c., from concrete models and examples.

39. After presenting a concrete model of a figure, elicit its whole definition by judicious questions as 'What is its form'? 'How many sides'? 'How many angles'? 'Sides straight or curved,'? and so on.

40. Let the pupils state in their own words their idea of a figure; then correct it by lively questions and elicit where it is defective or where it is redundant.

41. Do not treat the definitions all in a lump in the beginning as if they were repetition lessons.

42. Pass over the abstract notions involved in the definitions of *point*, *line*, *surface*, &c., which are too difficult for young beginners to grasp.

43. Introduce the definition of an *angle* in its concrete, extended, non-Euclidean form from the very beginning, as obtained by the *rotation* of a straight line, as one of the arms of the compass, round one of its ends, and also the system of measuring it by *degrees*, so that you may refer to a right angle as an angle of 90° and give definiteness to your terminology and teaching. Thus accustom the pupils very early to the angle of 180° and also to angles greater than 180° with the help of the motions of the clock-hands.

44. Adopt a good deal of *cross-questioning*, as 'Is every rectangle a square'? 'Is a square a rectangle'? 'Can an isosceles triangle be right-angled'? 'If the arms of an angle be doubled, is the angle also doubled'? and so on.

45. Treat a new proposition *analytically* as a puzzle which we do not know how to solve.

46. Do not draw complete figures on the board before hand or write out the reasoning in full before any oral explanation or discussion has taken place. Let the *figure* as well as the *proof* grow and take their shape before their eyes step by step (like the map of a country in a geography lesson) with due comments as to their correctness and purpose. Let the writing on the board be auxiliary to the oral teaching.

47. Draw the figure on the board topsy turvy and name it with letters different from those given in the book or mentioned by the pupil.

48. Never allow any proposition or a part of it to be learnt by heart—not even the *general enunciation*. Let the students know only its substance. For, our aim is to cultivate their *reasoning* power, not their memory.

49. Then test their knowledge of this new proposition next turn of Geometry (never on the same day and in the same lesson)—by drawing figures in some other ways, and using other letters, and asking the pupils to prove it.

50. Better draw and practise your pupils to draw that portion of the Figure which is among the data, in thicker lines or rather with white chalk and the portion required by the construction either with coloured chalk or in dotted lines for the sake of distinction.

51. Change the wording of the enunciation also. For instance instead of asking for an equilateral triangle ask for the triangle having three equal sides or three equal angles or having each side five inches long.

52. In proving the propositions on the equality of two triangles, better pin up to the Board two paper triangles.

53. Bear in mind that in teaching propositions you have not only to teach the results but also the *methods* of arriving at them, as well as of *applying* them to the solution of little problems or riders upon them.

54. Encourage the pupils to practise at home the learning of a proposition in the same way as it was explained in the class, *i.e.* speaking it aloud and writing it out, step by step, so as to fix it firmly in their mind.

55. In revision lessons in *advanced* classes let the propositions be proved with no figure whatever before their eyes. First, construct and

name the figure on the board, and let it be carefully looked at and fixed in their mind; then rub it off before you ask for the proof.

56. Do not prescribe any rider before hand, but set it all of a sudden in the class to be solved in their note-books simultaneously like examples in Arithmetic or Algebra, allowing sufficient time for it. Then let each pupil read only a step or two, others comparing and correcting their own mistakes, if any found out.

57. Encourage even the dullest student to solve the riders.

58. Select such riders and exercises as are *graphical* and *numerical* illustrations of known propositions.

59. Enforce the notion of *area* as of a triangle, a rectangle, &c., by a large number of exercises to be worked on *squared paper*, where the use of the co-ordinates should be incidentally explained.

60. Consider problems, though treated with their proofs, purely from a practical point of view as helping geometrical drawing.

D. H. VACHHA.

THE BINOMIAL CUBE.

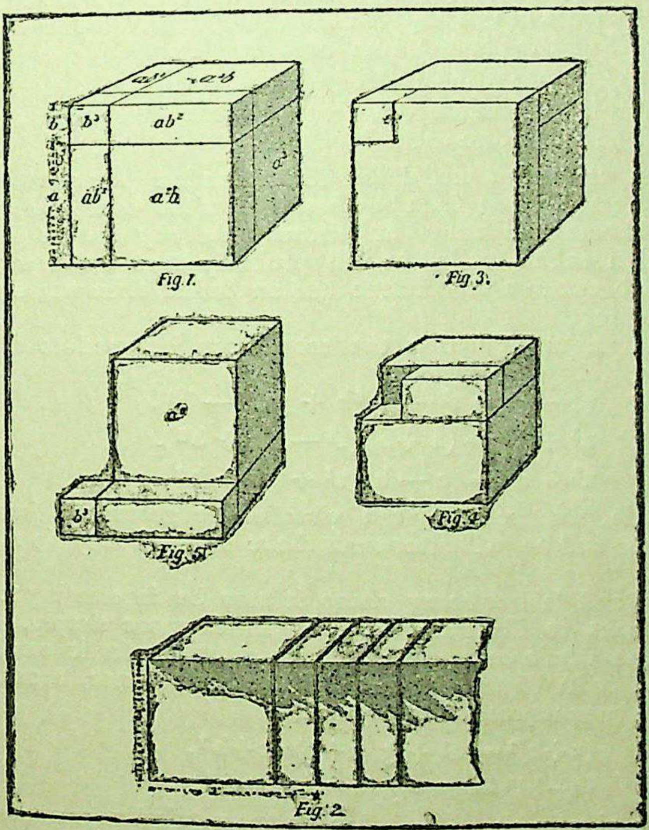

Fig. 1. *Fig. 3.* *Fig. 5.* *Fig. 4.* *Fig. 2.*

THE model known as the binomial cube is not a new invention. It is, however, little known to teachers, and is rarely used in schools, although most helpful in explaining cube root and the factors of cubic expressions.

Recently, when visiting a school, I proposed as an exercise for a woodwork class the making of binomial cubes. The exercise not only provided a good test of accurate planing and sawing, but aroused so much interest among the boys that I think a few notes on the subject may be of use to teachers both of woodwork and mathematics.

As its name implies, the model represents the expansion of a binomial expression to the third power.

$$(a+b)^3 = a^3 + 3a^2 b + 3ab^2 + b^3.$$

Each term of the expansion being of the third degree can be represented by a solid : a^3 and b^3 are represented by cubes of edge a and b respectively ; the expression $3a^2b$ is represented by three square prisms, each having a square base of side a and a length denoted by b, while the expression $3ab^2$ is represented by three prisms of length *a* and cross section b^2.

Hence the whole model consists of eight blocks which fit together, forming a cube the edge of which is $(a+b)$ (Fig. 1). It will be seen that four of the blocks have the same cross section a^2, while the other four have a cross section b^2. Hence it is an easy matter to make the model in the workshop, since it is only necessary to plane up two square prisms and saw off blocks of the required length (3″ and 1″ are convenient sizes for the edges of the prisms) from each (Fig. 2).

As a boy cannot plane a short piece of wood satisfactorily, it will be found convenient to make the prisms of such a length that two sets of blocks can be sawn from each.

Useful as is the model for demonstration purposes, its value is vastly increased when each boy has one of his own making which he can take home and study at leisure. If a boy spends half an hour playing with such a model he will probably have a clearer idea of the difference between a co-efficient and an index than would result from a day's talking.

By simple manipulation the model can be used to illustrate the identities

$$(a-b)^3 = a^3 - 3a^2b + 3ab^2 - b^3.$$

$$a^3 + b^3 = (a+b)(a^2 - ab + b^2).$$

$$a^3 - b^3 = (a-b)(a^2 + ab + b^2).$$

With a little practice a boy can visualise the geometric forms of these expressions, and he will afterwards have no difficulty in remembering them.

Wood and labour being cheap, it may be interesting to cut a few special blocks to illustrate these identities more simply. Instead of dividing the whole cube of Fig. 1 into eight blocks, it can be cut into five blocks, as in Fig. 3, from which we get at once, according as the side of the cube represents $(a+b)$ or a

$$(a+b)^3 = a^3 + 3(a+b)ab + b^3.$$

$$(a-b)^3 = a^3 - 3(a-b)ab - b^3.$$

Fig. 3 gives perhaps the simplest geometrical representation of the value of $(a-b)^3$. By Algebra

$$a^3 - 3(a-b)ab - b^3 = a^3 - 3a^2b + 3ab^2 - b^3.$$

A comparison of these two expressions with their geometrical equivalents will help to give a boy a clear notion of the process of removing brackets. It will then be interesting to write out the value of $(a-b)^3$ as represented by the separate blocks of Fig. 1, *viz*:

$$(a-b)^3 = a^3 - 3\,(a-b)^2\,b - 3\,(a-b)\,b^2 - b^3.$$

and to trace geometrically the steps by which this is reduced algebraically to the form

$$a^3 - 3a^2b + 3ab^2 - b^3.$$

The factors of $(a^3 - b^3)$ are obtained at once from the model shown in Fig. 4, where a small cube of side b is cut out of a cube of side a.

The remaining portion divides into three blocks, the dimensions of which are:

$$(a - b) \times a \times a$$
$$(a - b) \times a \times b$$
$$(a - b) \times b \times b$$

or

$$a^3 + b^3 = (a-b)\,(a^2 + ab + b^2).$$

The factors of $(a^3 + b^3)$ are represented most directly by Fig. 5, where the value of $a^3 + b^3$ is obtained by subtracting the block represented by $(a+b) \times a \times b$ from the sum of the two prisms $(a+b)\,a^2$ and $(a+b)\,b^2$, or

$$a^3 - b^3 = (a+b)\,(a^2 - ab + b^2).$$

A. DUFTON.

(Reprinted from the *School World*. We desire to make it known that these cubes may be obtained from the Curator, Government Central Book Depôt, at Re. 1 each.—ED., *Ind. Ed.*)

A PLEA FOR THE TRANSLATION METHOD.

(*Continued.*)

TO pass on to grammar-teaching, let us in the first place remember that grammar is the science of a language; and, as such, it explains the principles of the language. Good speaking and writing are arts, not sciences. In the case of sciences it is enough if we understand the principles and bear them in mind. But no arts are mastered with the mere knowledge of the principles and without good exercise. The study of a science and the pursuit of an art are two different things; and it so happens that neither of them is generally dependant upon or helpful to the other. For, taking Elementary Mathematics and Surveying, we find that those who have mastered the former (including Plane Trigonometry) are but strangers to the art of Surveying. To take another instance, the study of Chemistry, including its advanced courses. gives no clue to the corresponding art of medicine. We find that without any knowledge of those sciences, persons have mastered the corresponding arts much more easily, by going through a distinct course of their own. If we go over the courses prescribed for each science and the art corresponding thereto, we find much divergence. Thus it can fairly be seen that grammar-teaching is in no way helpful to acquire mastery in good speaking and writing.

Having thus seen that both text-teaching and grammar-teaching are defective in conferring mastery of a living language, and that an initiatory course of lessons and a system of exercises are both needed for the purpose, and having also seen that Translation is the only suitable method available for class purposes at the initiatory stage, it is easy to ascertain what position Translation, Text-teaching and Grammar-teaching ought each to occupy in the curricula for teaching foreign languages. To make my views clearer, I beg to submit that :—

1. Translation may form the first item of language-teaching—first, not in importance throughout the school course, but to begin with. It may with advantage form a supplemental course in the higher classes.
2. Text-teaching is essential in the matter of acquainting children with book-language and enable them to read books intelligently and with ease. It is this sort of mastery that can alone pave the way to the storehouse of knowledge—I mean books—and furnish children with a key as it were to the literature of a foreign language. And it is only by reading a large number of books and by studying them that the requisite amount of command over book-language can be acquired. To attain this object, the necessity of Text-teaching cannot be over-rated.
3. Grammar-teaching is also essential as furnishing the principles of a language in a comprehensive way.
4. Now to pass on to Composition, it is necessary first to mention the different species into which it is divided, or rather the different forms in which it appears. Originally Composition was confined to written exercises on a given subject. Later on, Oral Composition received recognition as being preparatory to the above; and Conversational Lessons of recent European discovery form the first step in Oral Composition. Lastly the subject-matter of the text-book studied in the class forms another subject of exercise in Oral Composition. Of all these, subject-matter relates to each and every class, whereas Conversational Lessons, Oral Composition and Free Original Composition are meant to succeed each other, as the student makes progress in the powers of expression. Now, whatever be the stage at which these different forms of composition may be attempted, one thing is certain, they all presuppose the student's familiarity with some vocabulary and sentence-making. They are all more of the nature of exercises at expression and sentence-structure than real lessons for teaching the elements of a language. In the case of Free Original Composition, the student has to seek for ideas, arrange and express them all in correct language ; in Oral Composition, the same is done orally in the class, so that ease and readiness of expression may be acquired ; and in this sort of exercise, ideas are furnished or suggested in the course of following the subject. In Conversational Lessons which go to serve the same purpose, ideas are suggested by the objects on which conversation is held or by the questions put to the child. In this way the complexity involved in

Free Original Composition—seeking for ideas, arranging them and finding expression for them—is greatly simplified at the earlier stages by the introduction of Conversational Lessons which go to exercise children's powers of expression on ordinary topics and objects. If we should judge of Translation upon similar lines, translation from the mother-tongue into the foreign language is but an exercise at Composition, only with this difference, that the ideas are ready given in one language. It is thus clear that the transition from Translation to Conversational Lessons, and from Conversational Lessons to Free Original Composition is strictly logical and graduated. Therefore it is quite desirable on principle that Translation from the mother-tongue into the foreign language, which may fairly be termed the first step in Composition, should form a systematic course at the initiatory stage.

It may appear from all this that I wish to make Translation an indispensable item of instruction in training children to give expression to their ideas. But I have already said that Translation is only a means for teaching a language and that exercises in it are necessary at the initiatory stage in order to explain and impress words, word-forms and sentence-forms. And it will be quite necessary that children should be made to use the foreign language without the mother-tongue as a medium. In this direction Conversational Lessons do immense good, and may be introduced soon after the students have mastered some vocabulary, inflection and syntax, and are able to make short sentences. They may be commenced with advantage even in the very first class in which the language is taught. For, if Translation Lessons form an initiatory course, Conversational Lessons, whether adopted for eliciting subject-matter in text-teaching or in regular lessons on familiar objects and topics, do form a powerful factor or rather the culminating point in language-teaching.

To summarise the relative importance of the several items of Language-teaching, permit me to say that, for the Edifice of Language-teaching, Translation ought to form the foundation, Text-teaching and Grammar-teaching the superstructure, and Oral Composition the finishing and polish ; and if steady and adequate attention be paid to these items, the Edifice of Language-teaching will have become an accomplished fact.

C. V. JOGARAO

THE OCCASIONAL REPORTS SERIES—III.

JAPAN (*continued.*)

BETWEEN the Secondary School, with which we have already dealt, and the University, with which we shall deal presently, is interposed the higher school which, in respect of the age and attainments of the pupils, may be compared with the Arts Colleges of India. The course of study extends over three years, and it is divided into three sections, *Section I.*—Morals, Japanese, Chinese Classics, Foreign Languages. History, Logic and Psychology, First Principles of Law or of Political Economy, Gymnastics. The Foreign Languages are English, German, and French, two of which must be taken. Law students may take up Latin as well. *Section II.*—Morals, Japanese, English, either German or French, Mathematics, Physics, Chemistry, Geology and Mineralogy, Drawing, Gymnastics. Certain classes must also take Botany and Zoology, or Surveying. *Section III.*—Morals, Japanese, German, either English or French, Latin, Mathematics, Physics, Chemistry, Zoology and Botany, Gymnastics.

With regard to this programme it may be noted that the time tables provide from 29 to 31 hours a week, including 8 or 9 devoted to each of the languages; but in all sections this number of hours is liable to variations and exceptions, according to the attainments and objects of the student, and as much as 14 hours a week may be given to German or English. Another noteworthy point is that each section includes morals and gymnastics. Intellectual culture is not all that is expected from these institutions. As the students are about twenty years of age—an age well fitted for the cultivation of the moral character—they are placed under strict supervision and careful protection. To this end all the higher schools are provided with dormitories, and careful instruction is given in gymnastics, with uniformly good results in the matter of the students' health and conduct. Besides, this system of boarding-house has the advantage of economy, as a student living in the dormitory spends only about 25 shillings a month. But it is not only boarders that are under supervision. The addresses of those who lodge outside are ascertained from time to time, and they are not permitted to continue in any doubtful neighbourhood. One of the results of this *régime*—apart from its obvious moral advantages—is the development of a strong *esprit de corps* and of a common tone. As to physical culture, besides military exercises, fencing, and wrestling, tennis, baseball, and often rowing flourish in the higher schools, while athletic sports are also held periodically and long walks form a usual feature.

Thus equipped the graduates of the higher schools proceed to the universities, where they pursue a special course of study, according to the section in which they graduated. The aim of the universities is officially declared to be "the teaching of such arts and sciences as are required for the purposes of the State, and the prosecution of original research in those arts and sciences." Each consists of a university hall for the purpose of research and of certain colleges for the purpose of instruction. At present there are two such universities, one at Tokyo, the other at Kyoto.

The time available for instruction in each college is about 230 days in two years, and of supervision there is none, the students being considered old enough to look after themselves. There is no roll-call; the professor being supposed to know his students and to ascertain whether they are present or not, if he cares to. Students, however, are examined by the lecturer on his course, and so, for the most part, consider it expedient to attend. Men are occasionally expelled from a college for immorality; but there are no cases of insubordination. For idleness or misconduct a student may be warned, suspended, or dismissed from the college by the director, subject to the approval of the President. The latter commonly addresses some words of advice to the students, both when they first join and on the anniversary day. Except for the students of a private university, there is no special academic dress in Japan. Neither hoods nor any other form of academic foppery is to be seen among the professors or graduates of Japan. Under these conditions of free discipline, the student spends from three to four years, according to his subject.

Promotion and graduation are generally determined by the results of examinations, but in some colleges these are combined with the average of daily or terminal marks. In the methods of examination the various colleges, as might be expected from living organisms, differ somewhat; but, speaking generally, oral examinations are a prominent feature, question papers being much shorter than we are accustomed to in India, and questions being often determined by lot. The principle is the same as elsewhere in the Japanese system—namely, that every teacher should examine his own class, usually on concluding a particular course of lectures.

* * * *

There are three grades of technical education: Lower, imparted in supplementary technical schools, in apprentices' schools, and in technical schools of class B; Intermediate, imparted in industrial schools and technical schools of Class A; Higher, imparted in higher schools and colleges. The object of the supplementary technical schools is, as the name implies, to supplement the work of the primary schools in a practical direction, and to give their pupils knowledge and skill which they could not get in a mere workshop. Technical schools of Class A give an agricultural, commercial, or nautical education of middle grade. The institutions for advanced technical instruction include not only the higher technical schools proper, but also higher commercial and agricultural schools.

The State grants subsidies to many of these establishments, it being provided that at least seven-eighths of the sum allotted in aid of technical education should be spent in this way. The amount now paid is over £28,000 a year. But the grant made by the Government may not exceed the annual contributions of the founders of the school. After an exhaustive survey of the whole field of technical education, Mr. Sharp comes to the conclusion that the Japanese industrial schools are thriving and meet a real demand, and also that official regulations do not prevent them from displaying a reasonable amount of adaptability to local circumstances.

(*To be continued.*)

A GEOGRAPHY COURSE.

XIV. MAPS.

THE work of this lesson is first to draw a map (on slates) of the model as prepared for last lesson. The teacher must also make a map on the B. B. Some further explanations of Geographical terms follow.

Gulf.	A piece of water running into the land with a narrow mouth.
Peninsula.	A piece of land running into the water, with water on three sides of it.
Isthmus.	A piece of land joining two larger pieces of land.
Strait.	A piece of water joining two larger pieces of water.

All these must be shown on the clay model.

XV.

In this lesson the class were taken to Back Bay. They were told to observe the outline of the Bay: Malabar Hill, Colaba ; the light house. Also the B. B. & C. I. Rly. and Queens Road. They picked up some pieces of coral, the bone of a cuttle fish and other objects ; and watched the sea washing away the sea-wall. Their attention was directed to the points of the compass.

XVI. BOMBAY ISLAND.

The relief map of Bombay described in *Indian Education* was shown them. They identified the point in Back Bay where they stood ; and the cape (Colaba) and Malabar Hill. They noted the general shape, and the position of the hills.

Then the history of the island was sketched. Three hundred years ago there was no one on this island.[*] Then there came some Europeans; here is where they settled. They built some houses ; and a wall round them. Why? To keep themselves safe from their enemies. Here is the wall, [insert wire.] Then they made some roads, [insert on map.] Here is Hornby Road ; continuing, Parel Road. You see it had to cross the sea ; how? The Causeway, Queens Road ; from Colaba to Malabar Hill. Grant Road, *across* the island.

XVII. BOMBAY ISLAND.

The island should be drawn on slates by the children. It should be explained that the East is generally put on the right, &c., though it need not be.

The first settlers came by sea ; of course they waited somewhere to keep their ships safe. You might think Back Bay would do ; no ; shallow ; the rocks dangerous, the wind would send them on the sides and they would be broken (wrecked). The ships must come in on this side where the water is deep. Harbour, a place where ships can come safely to land. Places to keep ships, docks, [show on map.] The ships load and unload their cargoes in the docks.

The scale of this map ; one inch stands for about a quarter of a mile. How long is the island of Bombay. How broad?

XVIII. INDIA.

[Draw on B. B. outline of India, with the coast line from Sind to Burma extending across the B. B. Show which is land and which sea.] What is the shape of India? A large peninsula.

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[*] For simplicity's sake the fact that Bombay originally consisted of seven islands is overlooked.

[Show a (blank) relief map of India.] Point out Bombay. Where do we see the sun set? across the sea. The West; always put on the left hand of the map.

Now let us look the other way. Across the harbour what do we see? Some mountains. Here they are: the ghats. Where else do you see mountains? On the North, the Himalaya. Near the East Coast. The Eastern Ghats.

Observe the large plains in the North and centre.

Here is a picture of a scene in the Himalayas, (or the ghats.) Point out the mountains, valleys, &c.

XIX.

Compare the relief maps of Bombay and India. This map of Bombay is made to scale; one inch on it stands for half a mile. Let us see then how far it is from one part of Bombay to another.

[The boys should work as many examples as possible. It is desirable that they should have a standard mile in the neighbourhood well known to them.]

Now India is much larger than the island of Bombay. One inch on the map of India stands for much more—for 100 miles. Let us see how broad and long India is, from this map. How far is it from Bombay to the Himalayas? How much would it cost to go there at one anna a mile?

XX.

You see there is one thing omitted from my map of India—rivers. What is a river? When the rain falls, what becomes of it? Some of it runs down to the lowest ground; and from there away to the sea. That is a river. The place where it flows is its channel. Can you see a river in Bombay? No, but the water running in the street gutters is like little rivers.

Rivers often come from mountains. Let us look at a picture (Lyde: British Empire, p. 45.) You see the mountains? the valley? the rain has flowed down these mountains and made the river and the river is flowing towards us. Also p. (12) here is a little river flowing between trees; over stones; you see it is flowing down very quickly towards us.

HOW TO MAKE A RELIEF MAP.

A PERMANENT relief map suitable for school work may be made at a very slight expense. The material required is paper pulp, which may be made either from old newspapers or from brown paper. It must be soaked in water a sufficiently long time; the process will be accelerated and the pulp improved if the paper is pounded with a stone.

The back of the relief map may be either cardboard or wood. The latter is preferable, though slightly more expensive. In the map of Bombay Island here described the back was wood 2 ft. by 2 ft. 6 ins.; planed smooth. The pulp was laid on about $\frac{1}{3}$ of an inch deep. It was carefully consolidated and pressed down with the fingers day after day till dry. The result was that no cracks appeared in it. The hills were duly added; care being taken that the vertical scale was not too high.

The sea was coloured with the ordinary water colour blue in use in schools, but for some reason when applied to the wood it turned dark green. Blue paint would have been better.

No names were put on the map. It is not the function of a relief map to teach a lot of names, but to show the general physical outlines. And in the present case the map was used for a quasi-historical lesson—it being considered desirable that the connection between history and geography should begin from the very first. The Fort was represented by a half-circle of wire, which fitted into two holes. The roads by strips of cardboard, which could be pinned on and removed. The railways by long wires, (removable.) The docks by removable pieces of the papier-maché ; also the causeways connecting the island with the main land. For the use of these things the reader is referred to the *Geography Course*.

A similar map of India has been prepared on cardboard, and framed with strips of teak to make it rigid. The size is 21 inches by 25 ; cost about Re. 1 8 As. The cost of a similar map from a publisher is about Rs. 25.

HINTS FOR TEACHERS—XII.

THE provision of good pictures is one of the most urgent steps towards the improvement of Indian schools. In this respect we stand pretty much where we stood forty years ago.

It is astonishing how much may be done by subscribing regularly to *one* good illlustrated paper, such as the *Illustrated London News* or *Black and White*, (both of which, in my opinion, are better than the *Graphic*). Suitable pictures should be cut out of the numbers, pasted on cardboard, and exhibited to the class in a glazed case hung on the wall. Such a case should form part of the furniture in every secondary school-room.

As examples of the variety easily to be collected, we may mention the following pictures, collected out of two or three numbers not bought specially for their sake, but for other reasons. The Pope ; the Passage of the Beresina; the Crater of Mt Etna; the Crater of Maka-weo-weo ; Sunshine and Snow (a picture), a December Day, (a picture), the Pyramids, the Higher Alps ; a Himalayan Valley.

Let it be noted that these pictures should be carefully treated and kept in a box.

* * * *

The Passive voice is a mystery to Indian children learning English, because there is nothing at all corresponding to it in their own language. I think it should not be translated but directly impressed on them as a form. The steps might be as follows summing up briefly the explanation as we should give it to the children:—

I. The Perfect Tense, formed of "I have" and a part of the verb called the Participle, (this name need not be taught.) "I have taken."

II. There is another use of this participle ; "The book is taken by me." This means the same as "I take the book ;" only we begin by mentioning the book. We must notice that we say "*is*."

We trust the publishers* of Canon Fleming's excellent *Art of Reading and Speaking** will forgive us for borrowing the following valuable and amusing suggestion from it. Take Southey's poem on "Lodore," and learn to repeat it in four breaths—not hurriedly but with clear enunciation of the letters. When you can do this, you will have advanced a long way towards voice control.

HOW DOES THE WATER COME DOWN AT LODORE?

First Breath.

Here it comes sparkling,
And there it lies darkling,
Here smoking and frothing,
Its tumult and wrath in,
It hastens along, conflicting and
strong,
Now striking and raging,
As if a war waging,
Its caverns and rock among.

Second Breath.

Rising and leaping,
Sinking and creeping,
Swelling and flinging,
Showering and springing,
Eddying and whisking,
Spouting and frisking,
Twining and twisting,
Around and around;
Collecting, disjecting,
With endless rebound;
Smiting and fighting,
A sight to delight in,
Confounding, astounding,
Dizzing and deafening the ear with
its sound.

Third Breath.

Reeding and speeding,
And shocking and rocking,
And darting and parting,
And threading and spreading,
And whizzing and hissing,
And dripping and skipping,
And whitening and brightening,
And quivering and shivering,
And hitting and splitting,
And shining and twining,
And rattling and battling,
And shaking and quaking,
And pouring and roaring.

Fourth Breath.

And waving and raving,
And tossing and crossing,
And flowing and growing,
And running and stunning,
And hurrying and skurrying,
And glittering and frittering,
And gathering and feathering,
And dinning and spinning,
And foaming and roaming,
And dropping and hopping,
And working and jerking,
And heaving and cleaving,
And thundering and floundering.

THE NAINI TAL CONFERENCE.

THE follwing are typical extracts from Sir J. P. Hewett's opening speech at the Naini Tal Industrial Conference:—There is no province in India in which the extension of industries is more necessary, in the interests of its general population, than the United Provinces. The population of Oudh is 535 to the square mile; it is nearly 100 more per square mile than that of Bengal (438), which comes next in order among the dlfferent provinces, while that of Agra, 429, follows very closely and is more than 100 per square mile more than the next, Eastern Bengal and Assam (309). We come second on the list in total population, and (though of course it would be unwise to rely on the census returns too implicitly), we head the list in the numbers employed in industrial occupations—a number, it may however, be noted, which was sensibly less in 1901 than it was ten years before. Again, out of 61 of the larger cities in British India no less than 17 are within our boundaries; out of 22 with a population of 100,000 and over, we claim no fewer than 7. So far then as the sapply of labour is concerned our conditions both demand, and are favourable to, industrial development. In the way of raw materials we have not, indeed, all the resources that are found in some more favoured provinces. We have no coal, no petroleum, no manganese, no mica, and no precious stones. But, though we have no jute, our vegetable products are large, and we have wide and expansive opportunities in the production of manufactured articles. But we have not utilized the advantages of our position and we are at present a long way behind the leading provinces of the Continent in industrial enterprise. The last returns, which I have been able to find, show 429 factories employing 188,106 operatives in Bombay, and 261 factories employing 234,802 operatives in Bengal, and only 154 factories employing 47,809 operatives in this province. We have, roughly speaking, only one operative in every thousand of our population; yet we send a number of operatives every year to the mills of Bombay and Bengal.

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* Published by Edward Arnold.

It is impossible for any one interested in the industrial development of this country to study the annual trade returns without lamenting that so much valuable raw produce, which might be made up locally, should leave our ports annually to be conveyed to other countries, there to be converted into manufactured articles, and often be reimported into India in that form.

The means by which it is suggested that Government might encourage industrial enterprise are many and varied. It is suggested that Government should itself start pioneer industries and dispose of them to private individuals when the profit-bearing stage is reached—that it should import expert supervisors and skilled workmen for particular industries—that it should build and equip a factory to test the suitability of improved looms and other appliances, and to conduct investigations into improvements in the reeling, winding, warping, and sizing processes of different yarns—that it should start small weaving schools—that it should encourage and assist the adoption and extension of the co-operative principle in every available way, and particularly the extension of co-operative credit so as to relieve handicraftsmen of the incubus of the mahajan—that it should provide advances for the purchase of improved appliances and new tools to be paid for by instalments—that it should arrange for the circulation of information as to markets,—that it should assist the improvement of designs so as to prevent what was well described recently as "the reckless multiple reproduction of stock patterns tending to the ultimate neglect of the markets supplied"—that it should train engine drivers, carpenters, smiths, and fitters—that it should make provision for the dyeing of yarns and other materials in large quantities, and their distribution from central establishments—that it should erect factories to demonstrate Mr. Hadi's new process for the manufacture of sugar—that it should start small tanning demonstration schools—that it should purchase locally-manufactured goods, and that it should do many other things to which I need not refer.

Among the suggestions that I have enumerated there are undoubtedly many ways in which Government can, and in my opinion should, give encouragement to industrial enterprise; and, so far as lies in my power, I shall do my utmost to give effect to any well considered proposals that this Conference may endorse to this end.

I will now turn to the second question with which we have to deal, *viz.* that of providing a proper system of education for those who desire employment in industrial pursuits.

The definition of technical education adopted at the Simla Conference will, I think, serve as a working definition of the system that we should aim at. That definition was "technical education consists of (a) the study of the scientific methods and principles underlying the practice of any handicraft, industry, or profession; and (b) the application of those methods and principles to the practice of the handicraft, industry, or profession in question. The first is the primary or technological aspect of the subject, the second is its subsequent and practical application."

In order to assist you in your deliberations, and with a view to focus discussion on practical issues, I have had a note prepared, showing the present state of the question in this province and elsewhere, and formulating definite proposals on the basis of experience and experiment in India and in other countries. I must ask you to understand clearly that my object in so doing was not in any way to limit the range of your discussion, still less to suggest conclusions, but simply and solely to extract some definite issues for you to consider at the commencement of your labours. The subject is so wide, the literature is so copious that without some such precipitation of ideas much of your valuable time might have been wasted.

In the note referred to three propositions are laid down as axioms, viz.: (1) Technical work must be connected with a local industry and have a definite object: (2) the teacher should be a practical expert and be given a free hand; in scientific branches he should be an investigator and have time for research; in the manipulative branches he should have been in works: and (3) money must be spent freely on experimental work, and in keeping up to date all apparatus, tools, plant and appliances. These propositions are, it seems to me, very sound, but though referred to as axioms, it is not intended that they should not come under discussion or be subjected to modification and improvement, and one of your first duties will be to consider them.

The consideration of the question whether a technological institute should be established in the province must necessarily come first in the educational reforms to be discussed.

A variety of different institutions in furtherance of technical education have been started in other provinces, beginning with those at the top of the scale, such as the College of Science at Poona and the Victoria Jubilee Technical Institute at Bombay, and coming down to the more humble weaving schools and classes for weavers to be found in some provinces. In the note which you have received is outlined a scheme for manual schools, for technical schools where required, and for a system of training for boys in secondary schools.

Personally I do not feel sure that we should be right to accept the view that in this country the proper training schools for workmen in the large industries employing machinery is the factory. It is undoubtedly the case in the West. There the ambitious workmen are able to improve their education in evening or Sunday schools. Here if any ambitious workman exists, he has seldom an opportunity for improving his education. School classes held when a mill is closed or with the permission of the mill owners may—probably will—attract the more intelligent workmen. But it seems to me that we have to go a step further back, and begin by trying to make the mill operatives ambitious at all.

I feel myself very strongly that we must recognize that our craftsmen, workmen, and artizans ought to receive some education, and that the first principle to be followed in our scheme for industrial development should be that they must be better equipped in the future for their work than they have been in the past.

I confess too, though I know that here also I am opposing myself to the opinion of some who have more practical experience, that my own inclination is towards the view that the training of foremen for the large industries employing machinery should begin by the study of theory, and should be completed by practical work in the factory or mill rather than follow the opposite course. I am no believer in supplying the want of a good education for the overseer and the foreman by attendance at evening classes when the strain of work throughout the day in the mill will have left him weary and incapable of assimilating what he has been taught. And I am so convinced that a good working knowledge of English is essential for the foreman or overseer dealing with operatives employed on intricate machinery that I cannot regard any system under which he would enter the factory without this knowledge as satisfactory.

We have now to consider on the facts that will be laid before us what principles we can and should adopt. I have no fear that you will shrink from your responsibilities as the most representative body hitherto assembled in India to grapple with these weighty problems.

EDUCATION AND "THE UNREST."

MR. ARCHBOLD writes to the London *Times* enclosing a specimen of the tracts which are sent to boys at Aligarh College:—"We daily hear the news of the soldiers killing the Indians, tea-planters oppressing the natives, civilians kicking the natives, illtreating them in railway trains, public offices, and open bazaars, yet we are silent and content ourselves with sober criticism alone. These are open tyrannies and everyone sees them. Behind them is the overwhelming poverty of the people, due to high taxation on land, which is to be spent in England, and lack of employment in other departments of production......The manufacture of things from needles to locomotives is crushed by the oppressive and brutal policy of England......We should therefore make a national assembly of our own representatives and should obey no one except the decision of our own representatives. Let us pay no taxes except to such collectors as are appointed by the president of our new republic. Let us have no foreigners in the administration of our country. Then in no time shall all oppression melt away:—"A parliament of your own representatives shall protect your own interest, give you industrial, scientific, naval and military schools, it will diminish your taxation, will effect a saving of 65 crores to India, which is now sent to England......What rights has the English Parliament to dictate laws to the brave people of India? No rights; for it should be borne in mind that India was never conquered, it was taken by policy and fraud. . . . Supremacy was acquired by craft and cunning, and now it is retained by force of arms, and this is owing to the mistake of India's misguided and leaderless sons. What is retained by force can be snatched by force only."

Mr. Archbold's remedy is more education:—"India wants above all things a good system of education. Boarding schools on the lines of the

English public schools, colleges with boarding houses where the students may come into daily contact with Europeans, plently of games to develop a healthy spirit of fair play and give and take—these form my remedy for India's discontents. Give them in large doses, and the other changes—I am the last to deny their necessity—which are inevitable and desirable will come naturally and healthily. If Bengal be sown with them she may still be golden."

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From the *Bombay Gazette*:—A Jubbulpore telegram to the *Amrita Bazar Patrika*, dated Sept. 11, says, that the Principal of the College has called all the students and demanded an abject apology for submitting an application protesting against the expulsion from College of Ganesh, an intermediate student, who refused to take off his shoes when called into the Principal's bungalow. The students have determined not to attend the College.

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From the *Pioneer*—Calcutta, 27th August:—The rowdyism of certain students at the Police Court yesterday had its sequel to-day, when a student, Susilchunder Sen was charged with assaulting Inspector Huey, who had deposed to the assault on him. The charge was framed against him under Section 332, I, P. C. When asked to plead, accused made a rambling statement. After some other witnesses had been examined as to the assault on Inspector Huey, the Magistrate said there was a disposition among certain Bengali students at present to think that the police were mere butts, and could be assaulted. They were accustomed to too mild a treatment out here at the hands of the police. If this had occurred in a foreign European city, the people would have been bludgeoned by the police. His Worship sentenced the accused to a whipping of fifteen stripes, to be administered in jail.

The following report appears in the *Englishman*:—"A huge gathering, mostly composed of students, assembled in College Square to do honour to Susil Chunder Sen, the hero of recent Bow Bazaar riot, at which Mr. R. C. Banerji, Barrister-at-Law, presided. Mr. Banerji observed that the Feringhi was always himself. Whenever he was scratched, the Anglo Saxon brute was found. But in administering stripes to a young convict the Magistrate had not heard the last of the matter. There was a talk of Susil Chunder going up to a higher tribunal to bring a suit for damages. He added that the attempts of the authorities to humiliate the student-patriot by punishment had been futile. He had only been thus raised to the level of a martyr. The speaker then called down the blessings of God upon his juvenile friend for the godly act he had done, and in conclusion urged upon the necessity of following the example set before them and returning blow for blow. It was also announced that the brave lad will be awarded a gold medal by S. N. Banerji. When the meeting was over, Susil Chunder Sen was placed in a *ticca-gari* and paraded along the principal streets of the northern part of the city to the accompaniment of a national song.

Sandhya has the following:—Surendra Babu wished to present a medal to Susil Kumar in a public meeting. On Sunday last, Satis Babu of the National College went to Surendra Babu's house in Barrackpoor, and in the name of Susil's guardian forbade him to present a medal. Surendra Babu is helpless. He has been compelled to desist from giving a medal.

The *Englishman* says:—Calcutta, September 9.—"Last evening a huge gathering assembled in Beaden Square to witness the ceremony of the grant of medals to Sushil Kumar Sen, the birched hero of the recent Bow Bazaar riot. It was announced in a previous meeting that Babu Surendra Nath Banerji would award a gold medal to the student hero. It appears that Babu Banerji at second thought washed his hands clean of the affair. In consequence Babu Bepin Chunder Pal stepped in where Babu Banerji did not think it fit to tread. In delivering over to Sushil Kumer Sen the medals awarded by the Swaraj Samiti, of which the speaker claimed to be a member, and by a jeweller of Calcutta, in recognition of his services to the country, Babu Bepin Chunder Pal delivered a brief and stirring speech, in the course of which he prayed that the young patriot might grow in strength and bravery and bring about the freedom of the country. He asked Sushil to make it his life mission to preach and practise *Bande Mâtaram*, and the lad nodded assent."

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From the *Pioneer* :—The following is a translation given by a Calcutta contemporary of a song which appeared in a recent issue of the *Yugantar:*—

" Away ! Away to the battle-field ! !
Sing your loudest songs of triumph !
" Guard your faith emperiled ! " Mother India cries.
Will you consider but your lives
When peril threatens mothers, wives ?
Put on your war dress, all of you,
Hark the trumpet sounds unceasing !
March on ! To pour our lives in battle,
Praise to Mother India, praise to Mother Kali !
" Does it fit the god of terror
To sit and take his ease ?
Neither behoves it you to be in the embrace of your love when your breast has been wounded by the trampling of the English !
Will the shiny sword rust in its sheath
When the Indian is offended ?
We shall wheel about in the fight, so as not to show the back,
We shall never be taken captives by the enemy,
We know no fear, whatever may be in store for us,
We will not make any truce with Sin,
There must be an end to our servility to the Feringhee.
Victory or death ! We have to make a selection in a face-to-face battle.
Rush to war ! rush to war !
We shall disperse the troops of the enemy.
There will be left no traces of the foe in old and sacred Aryyavartya.
We shall take our ablutions in the blood of the enemy.
And, with it, we shall tint Hindustan red,

* * * *

From the *Amrita Bazaar Patrika* :—One Sasanka Bhusan Moulik of Pubna got admitted, sometime in July last, in the first class of the Brojomohun Institution. He also joined the College Boarding. His movements soon excited the suspicions of his fellow-boarders. One evening he charged some boarders with the theft of two currency notes, each valued at Rs. 10 and two rupees in cash from his trunk. The manager of the Boarding while inquiring into the matter, examined and cross-examined him at great length. Ultimately he was compelled to make a clean breast of the whole thing to a fellow-boarder and the Head Master. He confessed he was employed as a spy to find out Aswini Babu's plans and submit secret reports on Swadeshi and boycott movements of the Swadeshi workers to the Police, who, he said, paid him ten rupees monthly for his family and about sixteen rupees for his educational expenses. He has been expelled from the school and the boarding house.

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From the *Quarterly Review* for *July* :—"If, as is true, a British influence is strengthened by the gross misrule from which it relieved India, it must lose weight as memory fades, and as the British officer is regarded less as a protector than as a ruler. Moreover, the difficulties of the Indian Empire must increase as the people grow in prosperity; they have been enhanced in a peculiar degree by our educational policy. With a conscientious disregard of the inconvenient consequences, we have made English literature the staple food of schoolboys and students, and have introduced them to a history and a philosophy which supply arguments in abundance against the acceptance of an alien rule. Their studies have been leavened by no religion, and by no morality based upon religion, and, while undermining old beliefs, offer nothing in place of them.........."

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Sir E. Law writes on the subject in the August number of *Blackwood's Magazine*:—The chief causes of the present unrest are, in Sir Edward's opinion, "a faulty system of education, the license admitted to a gutter press, the lowering of British prestige by a series of untoward incidents, and the want of touch between officials and the people." Proceeding to deal with these causes in the order named, Sir Edward, referring to the education question, says:—"The fact is that the education officers have been, with intent, kept in a distinctly subordinate position. The director has no direct access to the governor of the province, and can only address the local government through a chief secretary who is overburdened with other business, and who, as I have already pointed out, may feel no personal interest in educational questions. It is true that latterly a new system has been adopted for the recruitment of education officers, and some very promising young men have joined the junior ranks, but, when they realise their position as regards official and consequent social standing, it is to be feared that the echo of their inevitable disappointment will deter others of similar qualifications from joining the service. I cannot believe in any permanent improvement until the directors have direct access to the chief executive officer in their respective provinces and a sensible increase of salary in the higher ranks."......As regards remedies for the present unfortunate situation, he suggests, in the first place, the selection of the classes from which university students should be drawn. "The universities should be open to all alike, rich or poor, if the result of the education to be received can make them more useful and therefore better citizens. It will probably be objected to my proposal that the result of admitting to the universities, free of charge, all those who might desire to enter and be approved as fitted to profit by higher education, would be to create a too heavy charge on

Government revenues, and to overcrowd the universities. I cannot for a moment admit such objections. The advantages of a university course should be offered free of charge to all Indians capable of profiting thereby, but unable to pay the fees, and if the universities became overcrowded they should be extended or additional ones founded. As to the cost to the State, I would point out that out of the Indian annual budget, amounting to approximately £74,000,000, only some £2,000,000 are devoted to education, whilst out of a budget of about £144,000,000 in the United Kingdom, very nearly £17,000,000 are spent on education." The first reform required in the universities, adds Sir Edward, is to adapt the courses of education to the requirements for such careers as are likely to be suitable to young Indians desirous of advancement and of earning their livelihood in a useful manner.

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The following (from the *Indian People*) describes the career of Mr. A. Ghose, who is being prosecuted as the editor of *Bande Mataram*:—"He competed successfully for the Indian Civil Service examination and stood fourth at the final examination, but was disqualified because he could not pass the riding test. He was offered an appointment by the Maharaja Gaekwar and became Vice-Principal of the Baroda College on a handsome salary. Last year he resigned his appointment for the Principalship of the National College of Education on a small subsistence allowance, and now he stands forth as a sacrifice for the new faith that has penetrated the new generation." *Bande Mataram* is the well known organ of the Irreconcilables, whose object is "to purge the foreign dross from the country."

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From the *Pioneer* for September 6th:—Rangoon, 29th August—Though schoolboy strikes are frequent in India, Burma had practically remained immune from the contagion up to Monday night, when, after study, seventy Burman boarders left St. John's College in a body without giving any cause for suspicion as to their intentions. The Eurasian boarders remained in the school, although they were persuaded to join their schoolmates. Their sudden action has been ascribed by the Principal to their objection to obeying College rules and having discipline enforced. On Tuesday and yesterday the strikers (as they called themselves) picketed the roads near the school, and ordered all day-scholars they recognised not to go to school, threatening to beat them if they disobeyed. The Principal wrote to the police and got assistance to prevent the day-scholars from being molested and assaulted. The strikers paraded the streets and ordered the parents of day-scholars not to send their boys to school until they (the strikers) allowed them to do so, which consent they promised to notify by beating a gong.

Mr. Best, the Principal of the school, who speaks in the highest terms of his pupils during the eleven years he has been with them, is at a loss to understand how such a recalcitrant disposition could have come over them, except, perhaps, that it was due to a desire to follow the example set by the Native students in India. Besides seventy boarders, some three hundred day-scholars have absented themselves from the school since Monday. The boys in stating their grievances assigned as a reason for going on strike the severe and irrational measures adopted by one of the teachers. Two letters had been sent to the Principal, in which it is stated that unless the particular teacher was removed from the staff, they would not return to school. They would, failing a satisfactory reply, call on the Director of Public Instruction. Prior to this, once before there had been some misunderstanding amongst the schoolboys in connection with the *shekoing* question. The strike continues.

30th August.—In connection with the St. John's College boys' strike, there are hopeful signs of reconciliation being effected. The Principal has promised that all day scholars who return to the school by Monday will be received without the infliction of any punishment. With regard to the boarders their case is regarded as much more serious and the question of punishment will be settled after consultation with the Educational Department. Two letters received by the post, which were described by the Principal as peremptory and dictatorial could not be entertained, inasmuch as they made a demand for the removal of one of the members of the staff. The Principal went round personally this morning with the result that some of the strikers attended class.

2nd September.—The schoolboys' strike at St. John's College has terminated by the intervention of some influential members of the School. A letter of ample apology withdrawing their former statements has been written and the boys have been allowed to return to school to-day pending the decision of the Principal as to the disciplinary measures that will have to be taken in consequence of their insubordination.

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In the *Modern Review* for September a contributor makes a comparison of education in India and Japan, based largely on Principal Sharp's report. He contrasts bitterly the different objects of the two Governments; that of India being to turn out "harmless and worthless youths" who may be safely pillaged by foreigners. It is for this reason all physical exercise—especially lathi practice—is discouraged in India. The Editor has also a number of educational notes. He takes a low view of the motives of the Indian Government. "Political expediency requires that whatever is calculated to impair or endanger to any extent European domination in politics, education, science, literature or industry must be ruthlessly repressed, if not suppressed. This is the genesis of sedition trials and Swadeshi prosecutions, of the expulsion of students from Schools and Colleges on mere police reports." "The object is *not* 'to ensure the due progress of education in India,' but to bestow the most lucrative appointments on white men, to ensure that Indians do not get any opportunity to prove their capacity to the full, and to keep up by all means, however unrighteous, the hypnotism of European superiority; and, may we add now, the proper espionage and cowing down of Indian students?"

PUBLIC INSTRUCTION.

CEYLON, 1905–06.*

Population.

Males and females, 3,565,954; schools, 4,006, of which 1,785 are unaided; scholars 267,691. Total expenditure of Government, Rs. 10,71,732.

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* Report by J. Harward, Esq., D. P. I.

Higher Education.

Royal College, 296.

Cambridge Local Examinations.

	Senior.		Junior.	
	Boys.	Girls.	Boys.	Girls.
Appeared	230	35	363	70
Passed	101	27	187	36

Female Education.

An extract from Miss Gibbon's report is printed.

False ideals of middle and upper class education are prevalent in some quarters. Compared with European and American schools of the *present* day, our education is bookish, and too much a thing apart from the needs of daily life. If this literary study were indeed keeping the ideal alive among us, one would not complain. But as I have tried to point out, it is the husk only of a literary education that we offer. Poetry is learnt for elocution, not for the meaning; I am told our reading books, even for the little ones, treat of English life; science is learnt from text-books, not from personal observation and experiment; a smattering of French is learnt (as a dead language) for the purpose of the Cambridge, or as an adddition to the dowry. Physiology is not sufficiently practical. In a few schools domestic economy is taught theoretically and from books, and in one school there is a class in practical home-nursing, but the majority of the future home-makers leave school with no knowledge of the laws of health or the care of the sick, and too often with a disposition to regard the home cares which occupy their mother as unworthy of an educated girl. The sad result in their own home-lives, doctors and nurses tell. Needlework is the one link with a useful home-life, and yet in many cases even the one garment required yearly by the Code shows the minimum of sewing, and it is not always producible. Occasional lectures on the virtues of domesticity can be of little use, practice, not precept, is needed—the habit of treating things domestic as the special domain of every girl. Already there are complaints from parents of the uselessness at home of their educated daughters. Why should not Ceylon take a short cut to the present position of Europe and America, and save herself their generation of accomplished, and learned, but helpless ladies? The learning and accomplishments need not suffer even now if girls will be content to go slowly, and there can be no doubt of the benefit to the next generation of a more practical training in this.

It should not be necessary to insist on the importance of the primary standards. Yet I find, again and again, children in their most impressionable years in the charge of pupil teachers or of ignorant girls who are not sufficiently interested in their profession to read books on school method, far less to study for a teachers' certificate. The Principal in such cases is often almost fully occupied with the work of the higher standards or Cambridge Class, and naturally finds it heavy. Occasionally teachers of the lowest standards do not know the local vernacular, and yet most of their children know no English. These teachers are not extreme direct-methodists; for they are probably using no pictures or object-teaching and giving no regular conversation lessons; they simply do not know the elements of their professoin.

COCHIN.

Total number of schools, 225, with 15,501 pupils. One College at Ernaculum with 112 pupils. Total expenditure, Rs. 120,830, of which Rs. 50,397 came from fees.

THE NEWS OF THE MONTH.

BOMBAY.

IT is well known though it has not been noticed in these pages hitherto that the Bishop of Bombay has been taking action against the Romanising clergy of his diocese, and in particular has forbidden the practice of taking children as spectators to the communion service. It appears the Sisters who conduct the Diocesan schools at Poona have evaded this order by taking the children to their private chapel. The Bishop deals with the situation thus created in a letter to the Cowley Fathers:—"I have not the slightest wish to interfere with the privileges which this licensed chapel confers on the Sisters, nor with the ministrations of the member of your Community who acts as their chaplain, as long as my requirements are complied with. But the present condition of things must be at once discontinued. The St. Mary's schools and the children belonging to those schools are part of our Diocesan organization. They are under the spiritual care and supervision of the Chaplain of St. Mary's—the Rev. S. Leigh-Lye. The Sisters were appointed to carry on the educational work of the girls' school, and they have done this very efficiently. But when they claim the right to take the pupils of St. Mary's School to their chapel, under conditions known to be in violation of my express order, the Sisters at once overstep the line of the authority under which they work in St. Mary's Parish; they interfere with the rights of the Chaplain, of the children and of the Bishop, and they forfeit any claim to the consideration which it is my desire to show them with regard to their own spiritual needs. The chapel is licensed for their use and not for the use of the children, especially when it is used as a means for evading a certain definite direction on the part of the Bishop. Such a condition of things cannot be otherwise than spiritually harmful to the Sisters themselves, educationally as well as spiritually harmful to the children who know all about it and an offence to the consciences of those of the teachers under the Sisters who think that they are acting wrongfully in this matter. I understand from your letter that the Sisters will not yield to my directions. I have no alternative, therefore, but to withdraw my licence from the chapel and to direct you to communicate this fact without delay to the members of your Community at Panch Howds, in order that it may be known that the chapel is no longer licensed for the administration of the Sacraments. This step is the more imperative as I understand the Sisters are not under the control of your Community. That such a body of persons, under no recognized ecclesiastical control whatever, should set their Parish Priest and Bishop at defiance in such a way as to involve the children under their control in open disobedience, is obviously an intolerable situation and must be brought to an end at once. I have delayed some months before taking action in the hope that those immediately concerned would see the absolute impropriety of their conduct. You threaten the resignation on the part of the Sisters of their educational work at St. Mary's and purpose to throw the responsibility on me. With this I have nothing to do and cannot accept any such responsibility."

The Graduates' Association have addressed the Syndicate regarding the discontinuance of the practice of printing marks on papers:—The Council asserts that the change seems to have been based on the practice prevailing in Oxford and Cambirdge Universities; but it contends that there it is an integral part of an entire system and cannot be dissociated from its other features. In the Bombay University marks play a very important part in its system of examinations. In conclusion, the Council submits that so long as the system prevails of assaying merit by means of the total marks obtained for all questions attempted, and so long as the examiners are not given full liberty in the matter of assaying the merit of the candidates according to their general impression formed from the answer-book as a whole, irrespective of the questions attempted, no useful purpose is served by keeping the examinees in the dark as regards the maximum marks assigned to the several questions. The inconvenience is real and the hardship very great in cases where either on account of the paper being too lengthy or the examinee being a slow writer all the questions cannot be answered and a choice has perforce to be made.

The Senate has resolved to substitute Devas' or some similar manual and Ingram's History of Political Economy for Henry Fawcett's Political Economy and Adam Smith's "Wealth of Nations" as text books in Political Economy for the B. A. class.

H. E. the Governor has opened new buildings for the Poona Islamia School. In the course of his address he said :—"There is only one more subject that I need allude to. In these days one hears a good deal about unrest and one sees in several parts of India, not excluding altogether, I fear, our own Presidency, that students and school boys actively concern themselves in movements which can have no connection with their educational studies. It is with the deepest satisfaction that I recognise to be guaranteed not only by names of your Committee, but by the principles which, I believe, are taught in Mahomedan schools throughout the country, that the tenets of loyalty towards the established government of the land and of respect for law and order will be inculcated in all pupils who attend this school, and it is with the most heartfelt wishes for its continued prosperity, and I declare this school open."

BURMA.

Steps are being taken to reorganise Technical education in Burma:—A new site of 39 acres has been acquired at Insein and the buildings, which include a physical laboratory, workshops, and engine shed, are being constructed and equipped and the school has been presented free of cost with the physical science apparatus of the Royal Engineering School at Cooper's Hill. It is hoped the new school will be ready for occupation on the 1st March, 1908.

From the *Rangoon Gazette* for August 26th.—The Government Resolution on the School of Engineering marks another step forward in the progress of education in the province, and in the process of gradual emancipation from that enormity, the University of Calcutta. When we opposed the establishment of a University in Burma, it was because we considered that the time had not yet arrived when such an institution could be established with benefit to the province; the local opposition certainly was due to no love of Calcutta. We have watched for every sign of improvement and of advance which would justify complete separation from India in this matter and it is with regret that we have noted how slow progress has been. The School of Engineering has not even had the scantiest justice meted out to it and even while we read of expansion and improvement an advertisement appears in our columns for a science teacher on the pay of a fourth grade Myook. The less said of the so-called Medical School the better, while the necessities on the Rangoon College form a perennial topic for the Education report. The one educational institution which is cherished is the Agricultural College. Agriculture is a pet of the Government of India just now and from the Director's report we gather that there is a good staff, but neither buildings nor pupils. The irony is stupendous. While existing institutions are starved, one that does not exist is overfed. The Government Resolution points to the fact that before long it is proposed to hold a school final examination which shall rank side by side with the Matriculation examination, and this we should welcome provided we were assured that the greatest care will be exercised in the conduct of the examinations, the choice of examiners and in the maintenance of a proper standard. Examinations in Burma are frequently conducted, examiners chosen, and papers set in such a way as not to command universal respect. It was not very long ago that the wrong book of Euclid was set at an examination; the last High School final examination was considerably below the standard, and at the Departmental examination held in June the examiner for the lower standard had not learnt a word of the language having been hardly six months in the province, while the examiner for the higher standard had been just two years. The examinations held by the Educational Syndicate are probably the best and most carefully conducted of any in the province, but unfortunately that body seems to have fallen into disrepute and has recently stultified itself by accepting—under protest, it is true—without discussion or examination a revision of the Education Code, probably the most important matter which has come before it for years. With these examples before us we may be pardoned for thinking that many improvements are required before complete separation from Calcutta can be obtained though there is no reason why these improvements should not be secured in the near future; the province is rich enough to bear the expense and the Lieutenant-Governor sufficiently an enthusiast in education to insist on efficiency.

MADRAS.

The Educational Exhibition has been largely attended; the following summary of the Committee's Report is from the *Madras Mail*:—"The interest of the general public in the Exhibition was so great that during the first five days there were over 9226 visitors and the numbers on the following days were correspondingly great. While deprecating the occasionally uproarious and unruly conduct of pupils and students desirous of attending the Exhibition, the Committee wish at the same time to express their regret that it has been necessary to frame strict rules regarding the admission of school pupils and students to the Exhibition. The Committee has acted throughout in the interests of teachers and school authorities attending the Exhibition. Those who saw the crowds inside and outside the Senate House on the last three days will realise the need for stringent measures.

The Committee then emphasised some of the most noticeable features of the Exhibition. Specially noticeable was the large number of Indian ladies who had visited the Exhibition, not, it was hoped, without some profit to the cause of Indian education. 3,455 Indian ladies signed their names in the visitors' book. The Exhibition had also been fortunate in attracting visitors from different parts of India—educational visitors from Baroda, Mysore, the Punjab and Travancore. The Committee thanked several institutions and individuals we had lent interesting exhibits from various parts. The Board of Education in England collected special exhibits and a special section would be devoted in the Report to this section of exhibits."

S. Jaganatha Aiyengar, of Trichinopoly, has been sentenced to six months' imprisonment for endeavouring by forgery to procure a F. A. certificate.

The Joint Secretary to the Council of Native Education, Madras, has submitted a Memorial to the Registrar of the Madras University on the subject of the "fifteen years" rule regarding the Matriculation examination. The following figures will give an adequate idea of the number of candidates who appear year after year and the number of passes:—

Age.	Years.	No. Examined.	No. Passed.	Percentage of Passes.
Below 15	1900	233	77	33
,,	1901	289	107	37
,,	1902	290	170	58
,,	1903	306	137	44
,,	1904	423	126	30
,,	1905	461	127	27

The Memorial asks that the enforcement of the rule may be postponed for two years.

At a meeting of the Council of Native Education it was resolved that it was desirable to promote the use of the Hindi as a common language and that steps be taken, as a beginning, to secure the services of a competent instructor from Lucknow or Benares, to teach teachers in Madras and others who might be willing to learn. It was resolved also to raise subscriptions for the purpose.

UNITED PROVINCES.

A circular just issued by the Director of Public Instruction in the United Provinces remarks that "enquiries made as to the prevalence of cigarette-smoking among school boys have established the fact that the habit is becoming common among them and that in not a few cases it is being indulged in at an early age." Mr. de la Fosse accordingly directs that "in view of the permanent injury to the constitution that may result from acquiring the habit of tobacco smoking in childhood, every effort should be made to put a stop to the practice. Head masters should punish severely boys who after warning are found smoking at any time or place and should instruct the teachers to be vigilant in seeing that the order forbidding smoking is strictly obeyed; they should also take steps to prevent the sale of cigarettes to scholars upon the school premises."

An important memorandum on the training of lower primary teachers has been issued by the Director of Public Instruction, United Provinces. It has been decided that the training most suitable for teachers in primary village schools can he given better at training classes attached to selected middle vernacular schools than at normal schools, and this training is to be made more practical. Teachers are to be trained in the object-lesson teaching of nature study, in class modelling and kindergarten, and it is insisted that teachers use actual objects in teaching rather than pictures. This is considered a preliminary to technical instruction and is indispensable.

GENERAL.

The annual distribution of prizes has been held at Hyderabad at the Elizabeth Stanley Girls' High School. His Excellency the Prime Minister Sir Kishen Pershad Maharaja, K.C.I.E., took the chair. The Rev. J. King opened the proceedings by a prayer and this was followed by songs by the children, and then Mr. Baker in a few words welcomed the guests and expressed the thanks of the mission for the interest the Government of H. H. the Nizam took in the education and interests of the Mission in these dominions, Nawab Imad-ul-Mulk Bahadur, the newly appointed member to the Council of India, gave a most excellent address, He said he had known the school from its beginning and had seen it grow to its present place with a roll of 115 and the best equipped building in the dominions. He spoke of the need of female education saying that to have a nation of good and wise men, it was necessary to have good and wise mothers. He frankly expressed a difference of opinion as to the best kind of education fitted for the various classes of Indians but endorsed their efforts in all that made for the intellectual strength of the people and hoped they would have the help of Government. Miss Evans in her report gave an interesting account of the school's progress. She closed by saying that her hope was that some day she would give her place as head of the school to a daughter of India. Following this came the distribution of prizes, in which Siraj-ul-Hussain, M.A,, LL.D., Director of Public Instruction, assisted. His Excellency then in a few well chosen words thanked Miss Evans for the opportunity she had given him of seeing the school of which he had often heard through the Director of Public Instruction, but which he had never visited. He stated his approval of the policy of the school being open to persons of all faiths, expressed his sympathy with the work of educating India's women and left a substantial token of a goodly number of gold mohurs in Miss Evans' hand.

With reference to the distribution of Bibles to successful University candidates, which took place at the Overtoun Hall, it may not be generally known that the suggestion to give English Scriptures to Indian students on their passing the different University examinations first emanated from that veteran missionary and true friend of Indian students, the late Dr. Murdoch of Madras. Nearly 6,000 copies of the Bible are now distributed by the British and Foreign Bible Society annually to Indian students, but the scheme was at first a purely tentative one, to be fixed for two years. There was, at first, no great eagerness on the part of undergraduates to take the "Prize Bible" if offered, but nowadays it is quite otherwise. Dr. Murdoch pointed out that the outlay in distribution would not be very great, while the scheme would doubtless go some way in the direction of supplementing; the secular education in the Indian and the Government Colleges.

Government Technical Scholarships have been awarded to Messrs. P. V. Danderkar and M. N. P. Karup, of the Central Provinces. who go to study mining at Birmingham University; Mr. P. T. Bruhl, of Bengal, who goes to study Metallurgy at Birmingham; Moulvi Abaidullah, of Bengal, who goes to study mining at Birmingham; Messrs. M. C. A. Bhukanwala and K. J. Bhat, of the Bombay Presidency, who go to study at the Manchester School of Technology; and Ramunni Pani Khar, of Madras, who goes to study leather working at Leeds University.

The following circular has been addressed to the Local Government.—"In 1904 the Secretary of State inquired whether it was practicable to give effect to Lord Meath's 'Empire Day' scheme in India. The idea underlying the project appeared to the Government of India to be too much at variance with Indian ways of thought and they deprecated, on various grounds, any attempt to introduce the celebration into this country. It has come to the notice of the Government of India that certain officers of the Education Department have been in direct communication with Lord Meath and have on their own responsibility issued instructions for the observance of "Empire Day" in the schools under their control. This action has evoked some undesirable criticisms which show that the apprehensions of the Government of India were not altogether unjustified. They think that it is inexpedient, at all events for the present, to introduce this celebration into India. They rcognise that the observance of "Empire Day" may be an excellent idea when it falls in with the general wishes of the population; and they have no intention of discouraging any spontaneous expression of loyalty on the occasion. But they desire that Government officials should not take the initiative in connection with the 'Empire Day' movement. The Government of India understand, however, that there is at present no recognised holiday for schools on the King-Emperor's Birthday, as the day fixed for the official celebration thereof generally falls in the school vacations. They are inclined to think that there ought to be such a holiday for all schools, both European and Indian, throughout India; and they anticipate that the celebrations connected with it, lf sensibly conducted, might have a good effect on the rising generation. I am accordingly to suggest for the consideration of the Governor in Council that all schools and colleges should be granted a holiday on the 9th November, which is the actual birthday of His Majesty the King-Emperor of India, and that steps should be taken to encourage, by the manner in which the holiday is kept, a feeling of personal loyalty to the sovereign. The Government of India think, however, that the title of 'Empire Day' should be avoided in any orders which may be issued regarding this holiday and that the reason for granting it should be based entirely on the birthday of His Majesty."

REVIEWS OF BOOKS.

PRACTICAL EXERCISES IN CHEMISTRY.

By G. C. Donnington, M.A. (LONDON: MACMILLAN AND Co., 1906.)

Pp, x+251, *Price*, *Re*. 1.

WE are glad to see that an Indian edition of this excellent elementary text-book of chemistry has been published. A notice of the book appeared in these pages last year, but it may be again pointed out that the method adopted is a departure from the purely heuristic, inasmuch as the book provides clear directions for carrying out selected experiments, while any statement as to the precise facts to be observed is avoided and the student is left the work of making deductions.

The method is one that could be adopted with advantage in Indian Schools. Even where there is no provision for each pupil doing the exercises for himself, if the teacher were to perform the experiments and ask his pupils to draw their own deductions it would be a more satisfactory way of teaching chemistry than that commonly in use. We can heartily recommend the book to the notice of teachers.

ELEMENTARY SCIENCE. *By J. H. Nancarrow, Pp.* 354.

(LONDON: RALPH HOLLAND & Co., 1906), *Price,* 3*s.* 6*d.*

THIS book we are told in the preface follows the lines laid down by the English Board of Education, in the Science Syllabuses issued for Pupil Teachers and covers the courses prescribed for the Oxford and Cambridge Junior Local Examinations, and the Examination of the College of Preceptors in Elementary Science. The subjects treated are physics, including matter, motion, force, work, density, heat, light, magnetism and electricity, and simple chemistry. There is a large collection of examination questions at the end of the book.

This is a good example of the older type of elementary science text-book. The pupil is told everything and is saved the trouble of thinking for himself. The experiments are numerous and usually well devised—in fact the course is based largely on experiment—but as the author considers that beginners often fail to grasp the nature of an experiment and are quite unable to form any accurate deduction from it he has stated specifically in most cases the inference to be drawn. In chemistry, too, the pupil without warning is flung into a sea of formulæ. This in our opinion is not the way to teach science, if science is to have any value as an educational instrument. It may be the way to enable pupils to pass certain kinds of examinations; for this purpose the book no doubt will answer admirably.

A METHOD OF TEACHING CHEMISTRY IN SCHOOLS.

By A. M. Hughes, B. Sc., and R. Stern, B. Sc., Pp. xii+120.

(CAMBRIDGE: UNIVERSITY PRESS. 1906.) *Price* 3*s.*

THIS is a book for teachers in which a method of teaching chemistry along heuristic lines is worked out very completely. The authors say they have endeavoured to work out a new method of teaching chemistry in schools, a method based entirely on the principle of working from the known to the unknown. We are not ready to admit that this method is new, for several school text-books have been published within recent years in which the principle has been adhered to. But this does not detract from the excellence of the method suggested nor from the admirable way in which the method is worked out. In place of giving the pupils a set of meaningless names and equations to commit to memory, the aim of the writers has been, that the children starting from a few familiar substances in everyday use should build up step by step their knowledge of many chemical substances which they have themselves prepared and of which they have found the properties. Starting with the examination of substances brought by the children from home, the course suggested goes on to the distillation of water, solution, crystallisation, the preparation of the common acids and bases, neutralisation and the salts that can be formed by the interaction of these acids and bases. Then come an account of Black's researches; the study of the atmosphere, oxygen and nitrogen, the action of acids on metallic oxides and on metals, are some of the subjects treated in the latter half of the book. Considerable attention is paid to the methods of determining the density and composition of gases, work that may be done approximately correctly with very simple apparatus but work to which too little attention is, as a rule, given.

The book is one that would repay perusal by teachers of chemistry. The diagrams are numerous and excellently drawn; there are good pictures too of these pioneers in chemical research, Boyle, Black, Priestley and Lavoisier.

TECHNICAL ELECTRICITY. *By H. T. Davidge and R. W. Hutchinson. Pp.* x + 502,

(LONDON: UNIVERSITY TUTORIAL PRESS, LTD., 1907.) *Price*, 4*s*. 6*d*.

IN this book the authors have aimed at a combination of engineering practice and scientific principles, the main object being to give the reader a working acquaintance with the elements of practical electrical engineering and to base his knowledge on sound scientific principles.

The opening chapter gives a careful definition of the ordinary physical units and the rest of the book deals with electrostatics, magnetism and current electricity. In the latter section, the longest and important of the book there is given a full treatment of the measurement of resistance, electromotive force, current strength of primary and secondary cells, heat effects, lighting and lamps, transformers, dynamos, motors, electric bells, telegraphs and telephones, the distribution and transmission of power, commercial measuring and testing instruments and an excellent chapter on indoor wiring and jointing where by numerous diagrams the different systems of wiring are very clearly explained. The absolute units and practical units are always mentioned together and their relationships explained, thus lessening the difficulties often experienced by students in this part of the subject.

THE ELEMENTS OF BOOK-KEEPING. *By M. W. Jenkinson.*

(E. ARNOLD.) *Pp.* 208. 1*s*. 6*d*.

A PRACTICAL little manual, with abundant exercises, and numerous specimens of examination papers. We note a useful glossary at the end.

SCHOOL HYGIENE AND THE LAWS OF HEALTH. *By C. Porter.*

(LONGMANS, GREEN & CO.) *Pp.* 312. 3*s*. 6*d*.

THIS book contains a very full treatment of physiology, perhaps fuller than is necessary for the ordinary school master. We think relatively more space should have been given to instructions how to recognise the chief morbid states of children's minds and bodies. Which for instance are the signs of malnutrition? We do not find the word in the index, nor in the contents. There is, however, plenty of discussion of similar subjects, and there are plenty of hints for the teacher. In dealing with the testing of eye-sights the author might have mentioned the German International Sight Tests; much more useful than the Snellen Letter Tests in India.

The directions about school furniture are not very practical. The author sketches an ideal desk; he then describes how one be made; admits that it is far too expensive for schools; and there he leaves the matter. Why does he not give us practical directions how the best dual desk can be made?

All the information about ventilation is of course adopted to English conditions; perhaps some day someone will deal with corresponding problems in India. Meanwhile, the present work may be recommended as useful for school reference libraries in India.

A HEALTH READER. *By C. E. Shelly and E. Stenhouse.*
(MACMILLAN & CO.) *Pp.* 196.

THIS is a pupil's book, a reader, and it might suit the upper classes of an English School in India. The information is mostly simple physiology, kept within discreet limits. The explanations are lucid and interesting, and accompanied by sufficient illustrations. The advice given is sober and intelligible, the book does not err by taking up any craze.

Mr. Rama Deva sends us his "Ideals of Education, Ancient and Modern." We sympathise with his desire to see all education in India in the vernacular, but we should like to ask how he would manage this in Western India, when the pupils of each school seldom and those of Colleges never have a language in common? Would Hindi be sufficiently attractive to everybody, Musalmans, Kanarese and others?

THE WAY TO TEACH THE BIBLE. *By H. K. Moore.*
(LONGMANS, GREEN & CO.) *Pp.* 120. 2s.

A MANUAL for Sunday school teachers, very sensible and practical. It is based on the "Kildare Place" methods, *i.e.* extending the leading thought from the passage which forms the subject of the lesson, and showing how the parts of the passage are subordinate to it. The style of the book is interesting and far removed from "preaching"; it would be found useful by many teachers besides those for whom it is intended.

OUR CONTEMPORARIES.

WE are indebted to the Rev. W. G. S. Holland in *East and West,* June number, for the following description of the *Hardwar Gurukula*:—"The Gurukula buildings are a quadrangle in which live the 180 pupils of a school which is now about five years old. In the quad are also the class rooms and laboratories, and the quarters of the staff. In the centre is the roofed-in-altar, where the daily Hawan is made. The students are admitted at the age of eight years, and the parents are under written pledge not to remove their sons from the school till the expiry of the 17 years' course, *i. e.*, till they have reached the age of 25. During the whole of these 17 years they may never once go home or leave the school. Indeed, they are only allowed to have a quarter of an hour's interview once a year with their parents, and that in presence of their teachers. The course is based on Sanskrit, but includes English and Science as subsidiary subjects to Sankrit literature and philosophy, It does not, of course, qualify for any University degree (they hope before long to have their own) nor for Government service. During the whole of their long course they are watched day and night by their teachers and house fathers. Without these they may not go out even for a walk. No woman may approach the Gurukula. They live a simple, hardy life, on strictly vegetarian diet. On admission they join the kindergarten, which seemed well conducted. They wear the saffron dress of the religious orders. If these things are remembered, the significance of the fact that so many Indian parents are willing to send their boys to this school which is as yet only in the experimental stage, will be realised. The chief stress of the training is on character, and it is an effort to again test the value of some of the principles of ancient Hindu education. Agricultural and engineering classes are contemplated, but at present the school offers little in the way of material attractions, as far as the worldly future of the pupils is concerned. I saw a good deal of a father who had brought his only son, a bright merry little chap, for admission. The boy had gathered around him a crowd of pilgrims who were listening to the recitation of Sanskrit scriptures by this child of eight years old. I asked him if he did not feel the wrench of parting from his boy. He said, "No;" for he felt that in no other school could his boy get a religious training of this kind and he was glad to think he might in days to come be of real service to his country." The following description of the same is given in the *Dawn* for April by Ramachandra Pandit:—"Lala Munshi Ram started the Guru Kul at Kungri some years ago. It aims at educating students on strictly national and Arya Samajic lines. The students do not appear at any University examination. The Guru Kul will grant its own diploma. The course extends to over 16 years, the final examination being equal to the B. A. degree examination of the Government Universities. Sanskrit and a thorough study of the Vedas form an important part of the education. The students join when 7 or 8 years old and must remain at the Guru Kul during the whole period of their study. They must be unmarried and must lead the life of *Brahmacharis* according to our ancient ideals. The parents or guardians of the boys have in each case to execute formal deeds giving over their sons to the Guru Kul and undertaking not to withdraw them before the expiry of the term of their study. The fee now charged is Rs. 10 a month for each boy which includes tuition, boarding, clothing, books, etc. The Guru Kul was started with 3 boys and the number now is over two hundred. Every year about twenty new students are admitted, a large number being rejected owing to want of accommodation and other reasons. It would be five years yet before the first students of the Guru Kul would leave their alma mater. In view of the work Bengal has undertaken in the same direction, it would be interesting to know how they would do in the world and how far our country will benefit by them. No trouble or expense is being spared to give them an ideal education. The monthly expenses are now about rupees three thousand. No Raja or Maharaja contributes a single pice. It is a purely middle-class movement and supported entirely by them. The teachers and professors have all given their services for a bare maintenance. The largest income is derived from free offerings of those assembled at the anniversary gatherings; while throughout the year small subscriptions and donations are received from all parts of the country and Samajists even from far off Africa and China do not forget to contribute their mite to the upbuilding of the institution."

Mr. N. C. Kelkar, writing in the *Times of India* for July 17, thus sums up the ideal of a national education for India:—"I may now proceed to sketch the outlines of national education as it is understood by its best and clearest exponents, and the contour will, I think, run along the following points which may be claimed as the distinguishing features of national education :—(1) Having a University that will be as much a teaching as an examining body. (2) Giving preponderance to scientific and technical education over literary education, which latter alone is the education now generally imparted in Government or aided schools and colleges. (3) Improving the present course of literary education so as to provide for special instruction being given in the classical and historical literature of this country and for the best oriental ideals of life and thought being incorporated with the best assimilable ideals of the West. (4) Making provision for religious instruction under certain conditions, so as to secure the benefit of spiritual culture without at the same time accentuating sectarian dogmas and beliefs. (5) Making education easy by imparting it through the medium of vernaculars as far as possible. (6) Reducing, within reasonable limits, the number of public examinations. (7) Providing for bifurcation of studies at a suitable stage, and for specialisation of particular studies to a greater extent. (8) Providing for greater discipline to be enforced upon boys by making residence in special quarters compulsory, and making them conform to certain manners and methods of living which may be calculated to educate them in certain civic virtues. (9) Providing for superior training to be given to boys in physical manly sports, pastimes, and exercise, in order to teach them self-reliance and self-defence. (10) Generally giving such education to boys as will make them useful, self-respecting, self-sacrificing units of the Indian nation, as much ambitious of a proud future as conscious of a proud past. It may be remarked that he omits one feature from the programme which is generally prominent, at any rate in Bengal, that the reviews of Europeans as teachers should be dispensed with.

The *Indian People* for August 14th protests vigorously against the recent APPOINTMENT OF A "GERMAN JEW" at Aligarh :—"Our object in returning to the matter, is to prevent similar scandalous jobs from occurring in the future. For that it was a scandalous job is a thing of which there can be no doubt. The best European scholars in Arabic recognize their inferiority to Mahomedan scholars. Thus the most eminent of all the Europeans, Noldeke says the Moslems were "men who knew Arabic infinitely better than the most accomplished European Arabist will ever do" and Dr. Talcott Williams, another very distinguished scholar, writes to a friend, "I really cannot exaggerate the difference between native and European knowledge of an oriental language. . . . When it comes to the meaning of a particular passage we are simply nowhere." Notwithstanding all these, Europeans are brought out to India at enormous pay, about five times as much as they would have earned in their own country. It appears from the report of the late Director of Public Instruction, that the attempt was made to bring a European to Benares but the Hindoos had no wish to be taught Sanskrit by a German Jew. In the case of Aligarh, Mr. Morley threw the whole responsibility on the trustees of the college. He was right in doing so, for the trustees are none the less to blame because they only yielded to the pressure of the late Lieutenant-Governor. The action of the Lieutenant-Governor was natural enough from his point of view. It was merely part of the policy of treating Indians as in all respects inferior to Europeans. But it was not natural that Mahomedan trustees should tolerate an insult to the Mahomedan community. The chief blame in the matter falls on Moulvi Mehdi Ali Nawab Mohsin-ul-Mulk, the Secretary................It is this lack of national self-respect which is the chief obstacle to our advancement, and among our worst enemies are those of our country-men who are inclined to play the part of toady and flatterer."

From the *Times of India* for September 2nd.—There are to-day More FADS ABOUT EDUCATION than about anything else, and in Canada, where a lady has been officially appointed to instruct teachers in the art of telling fairy tales to children, these fads have been carried to an extreme. There are modern Puritans who object to a Punch and Judy show on the ground that it jests at such a crime as wife-beating and is therefore a sight unfitted for the young, and they will not be slow to condemn this new fad. How, they may ask, can you recite to children Jack and the Beanstalk after an hour's lesson in nature-study, or Jack the giant-killer after narrating the lamentable end of Charles I? But we fear not so much for the children's morals as that they will be terribly bored by their new lessons. A fairy tale told by a mother is one thing, by a nurse, another; but a fairy tale told in school by a teacher is a thing from which one's whole nature recoils. There would be, we feel sure, constant interruptions; the teacher pausing to ask the latitude of Baghdad ("Look it up in your atlas so that you may remember it!"), to explain the slumbers of the Sleeping Beauty by suggesting catalepsy or hypnotic influence, or to air some ornithological knowledge about the habitat of the roc and the colouring of its eggs. The old pedagogues, of whom Elia wrote with such affection, are as extinct as the writers of fairy tales; in their place is a new breed of teachers with diplomas and of folk who narrate the idiotic doings of Gollywogs. To counteract the diplomas the teachers in Canada are expected to entertain as well as to instruct; they are modern examples of Captain Reece's school. He, it will be remembered, commanded *The Mantelpiece*, and as for his crew

> If ever they were dull or sad,
> Their captain danced to them like mad
> Or told, to make the time pass by,
> Droll legends of his infancy.

From the *Madras Mail.*—Enquiries pursued in any of the schools established under Government inspection will result, we believe, in the conclusion that the AVERAGE AGE OF THE BOYS is high for their respective classes. Take the middletrading classes as a fair average. It would, perhaps, be unfair to consider only, or chiefly, the Brahmins, the mental thoroughbreds of the civilisation. For untold centuries their training has been purely mental, and if heredity has any power in life it should apply to them. And it would be equally false to take the attendants at Primary schools frequented by the lower classes as typical. The boys of the lower working classes—coolies, potters, tailors, and such like—are commonly put very early to work side by side with their fathers, and soon their faculties wake up and the boys attain a remarkable degree of precocious skill. But, taking the bulk of the middle classes, without any sharp distinctions on either the lower or the upper side, it may be affirmed that the greater number of such boys are late in attaining the mental equipment they seek; not unduly late into school, they are late in passing out; for their age they are lacking in brightness and originality. It is common to find youths of 17 to 19 in the third form of a middle school, and by no means unusual to find young men in their twenties making their first appearance at the examination for Matriculation. The conventions and ideals of Indian society prevent comparison being made between girls in their early teens and boys of the same age, but where boys and girls of the same age, and of the same class of society are together in school the latter are the brighter and quicker in their tasks.

From the *Madras Mail.*—Though, as a rule, among many families girls have to be withdrawn at a very early age, yet there is nothing that prevents MALAYALEE GIRLS from studying in the schools for a longer time. They are not married so early as eight or nine years old. They have not, as soon as married, to face the mother-in-law and sister-in-law; and in many cases the Malayalee girl has not to be initiated into the secrets of cooking and managing. She has always some old woman in the house; she has her *karnavan*, and for all practical purposes she is only a member of the house and need not know how it goes so long as she has her meals in time and her conveniences attended to. This is not the case generally with other caste girls, who, as soon as they are married, are carried away to their husband's houses, where, amidst new faces and new surroundings, they have to thread away their days. They have new people to fear and obey; they have new customs to observe and act up to; in fact, they have to forget what they were. It is only when they have become mothers, or when they live separately with their husbands, that they find they have any little range of independence; but by this time they care more for the savings of the house than for their A. B. C. Among Malayalee girls, too, in some cases, this is the case. Their husbands take them away to the places where they are employed and they have to manage a house, to understand and assume the responsibilities of a house-wife; and naturally they might not be able to devote any time to studies. But these are only exceptions. The major portion of our girls are born, bred and live and die in the same house, beneath the same roof; and of these it is possible that something could be made by way of higher education. They could, until they attain a marriageable age, study in any school without any prejudice whatsoever; and as soon as they have attained that age, they are not, as the Brahmins, bound to go away and live with their husbands. It is their choice, or rather the choice of their *karnavans* whether they are married at once or not. As it is, many of them are not married immediately. They wait until they can find whom they consider a deserving person, and this not unfrequently extends to a year or two. By this time, with a careful and good system of education, they could have appeared for Matriculation; or might be studying in the Fourth and Fifth Forms, a stage when they might be really expected to know the worth of what they read. They would have, by this time, reached a stage when they would have acquired a taste for reading, and with that enthusiasm common to youth, work it up to pass the examination; and once they pass the Matriculation, they could easily go up for their F.A., and their *karnavans* themselves, from whom perhaps any objection to further continuing it up may be feared, would be anxious that they should shine forth in the world. By this time, I allow, they might have been married; may be that they might have children too. But being in a joint family they do not and need not know the thousand and one cares of family life. They can still live and move in that house as if they were children yet, and, therefore, they could devote all their time to their books.

GOVERNMENT NOTIFICATIONS.

PERMANENT NOTIFICATION.

No. 3197 OF 1902-03.

POONA: OFFICE OF THE
DIRECTOR OF PUBLIC INSTRUCTION,
6th March, 1902.

INDIAN EDUCATION.

The Educational Department is not responsible for anything which may appear in this publication, unless over official signature.

F. G. SELBY,
Acting Director of Public Instruction.

NOTICE.

IT is hereby notified that Book VII of the Revised Series of Vernacular Readers in Kanarese has been duly sanctioned by Government and its issue authorised. This book should now be read in Standard VII of Kanarese Primary Schools of the Presidency in supersession of any prose and poetry books hitherto read in that Standard.

F. G. SELBY,
Acting Director of Public Instruction.

POONA: OFFICE OF THE
DIRECTOR OF PUBLIC INSTRUCTION,
3rd September 1907.

List of appointments, etc., in the Educational Department from 28th August to 2nd September 1907.

APPOINTMENTS MADE BY GOVERNMENT.

28th August 1907.—Mr. A. G. Wright, M. A., (Catab. and Aber.) Educational Inspector, Sind, has been allowed by His Majesty's Secretary of State for India to return to duty within the period of his leave.

2nd September 1907.—Mr. Narayen Laxuman Phadke, B. A., is appointed to be Head Master, Thana High School.

Mr. Vasudev Vithal Patwardhan, B. A., is appointed to be substantive *pro tem.* Head Master, Ratnagiri High School.

APPOINTMENTS MADE BY THE DIRECTOR OF PUBLIC INSTRUCTION.

12th August 1907.—The following appointments are made in the Nariad High School:—

(1) Mr. J. A Sayed, B. A., S. T. C., Honours, 6th Assistant and sub *pro tem.* 5th Assistant, to be 5th Assistant.

(2) Mr. G. P. Sutaria, 9th and sub *pro tem.* 8th Assistant, to be 8th Assistant.

(3) Mr. C. D. Gandhi, P. E., S. T. C., Diploma, 12th and sub *pro tem* 9th Assistant, to be 9th Assistant.

(4) Mr. G. H. Pandya, P. E., S. T. C., Diploma, 11th and sub *pro tem.* 10th Assistant, to be 10th Assistant.

The following appointments are made in the Karwar High School:—

(1) Mr. S. L. Ugrankar, B. A., S. T. C., 3rd and acting 2nd Assistant, to be 2nd Assistant, *vice* Mr. Nayampalli transferred to the Inspecting line.

(2) Mr. S.H. Mascarenhas, 4th and acting 3rd Assistant, to be 3rd Assistant (Drawing Master.)

(3) Mr. H. G. Deshpande, B. A., S. T. C., Honours, 5th Assistant and Acting 4th Assistant, to be 4th Assistant.

The following appointments are made:—

16th August 1907.—Mr. Ali Abdul Gafur Lala, 2nd and sub *pro tem.* 1st Assistant Deputy Educational Inspector, Ratnagiri, to be 1st Assistant Deputy Educational Inspector, Ratnagiri, *vice* Mr. S. P. Gothoskar retired.

Mr. S. S. Agashe, B. A., Head Master, Municipal A. V. School, Pen, Kolaba District, to be 2nd Assistant Deputy Educational Inspector, Ratnagiri, on probation.

17th August 1907.—Mr. M. D. Joshi, B. A., Head Master, B. J. High School, Thana, on leave is appointed Head Master, Elphinstone Middle School, Bombay, *vice* Mr. N. J. Ratnagar, retiring on the 31st August 1907 (afternoon).

20th August 1907.—Mr. A. K. Athavale, sub *pro tem.* 2nd Clerk, Deputy Educational Inspector, East Khandesh, is appointed Local Board Clerk in the same office but he is to continue sub *pro tem.* 2nd Clerk till further orders.

26th August 1907.—Mr. B. H. Chanani, Probationary Music Teacher, Training College, Hyderabad, is confirmed in his appointment.

Mr. Sobhraj Hassaram Daswani, Deputy Educational Inspector, Karachi, is granted extension for 45 days of the privilege leave sanctioned in Government Notification, Educational Department No. 1134 of 14th June 1907 published at page 1095 of the Bombay Government Gazette, Part I, of 1907.

2nd September 1907.—Mr. Kalicharan is appointed as a probationer Gymnast in the Hyderabad High School.

F. G. SELBY,
Acting Director of Public Instruction.

Poona: Office of the
Director of Public Instruction.
12th September, 1907.

GOVERNMENT EDUCATIONAL LIBRARY, BOMBAY.

(Next to Small Causes Court,)

1. The following new books and fresh additions are now available in the Library.
2. The Library is open to the public every Saturday from 7 to 11 A.M. and on other days by arrangement with the Curator.
3. See Notice in "Indian Education" for August 1902, p. 55.

R. D. PRIOR,
Educational Inspector, C. D.

Poona, 10th September 1907.

Author.	Title of Work.	Publisher.	Price.
	Class 6:—*Arithmetic.*		£. s. d.
Lock and Turnbull.	Arithmetic for Schools	Macmillan & Co.	0 4 6
	Class 22:—*English Composition.*		
John D. Rose, M.A.	Elementary English Grammar through Composition	Geo. Bell & Sons.	0 1 0
	Class 25:—*English Language, &c.*		
	The York Poetry Books, Book I ...	Do. ...	0 0 6
	Do. do. Book II ...	Do. ...	0 0 6
	Do. do. Book III	Do. ...	0 0 6
R. S. Bate	Tales from Shakespere	Do. ...	0 0 10
Do. ...	Stories of King Arthur from Malory and Tennyson	Do. ...	......
	Class 29:—*French.*		
Carl Heath, L.C.P.	Stories and Anecdotes for Translation into French	Do. ...	0 1 0
	Class 38:—*History and Biography*		
	Highways of History, Book I:—Tales of the Home-land	T. Nelson & Sons.	0 0 10
	Highways of History, Book II:—Stories from British History	Do. ...	0 1 0
	Highways of History, Book III:—Britons of Renown	Do. ...	0 1

EDITORIAL NOTICE.

Correspondence and literary contributions are invited from all who are interested in the educational problems of India. Accepted contributions will be **paid for.** *The moderate and well-worded expression of individual opinion will be welcome, and consideration will be given to all criticism which is sound and really genuine—containing nothing offensive, and not being the expression of personal grievance. Stamps should accompany the MS. if the writer wishes it returned, in case of non-acceptance. The Editor can in no case hold himself responsible for accidental loss. All literary communications should be addressed to—*

The Editor of "INDIAN EDUCATION,"
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Asia.

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India.

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- Mysore and Coorg
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[See p. 572 of *Indian Education*, July 1905.]
Also by the Education Departments of Bengal and United Provinces.

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With reference to the BOMBAY GOVERNMENT NOTIFICATION (EDUCATIONAL DEPARTMENT, No. 4520, a copy of which will be found on page 125 of Vol. I., INDIAN EDUCATION), MESSRS. LONGMANS, GREEN & Co. beg to call attention to the fact that the INSPECTOR of DRAWING specially recommends the use of **MESSRS. LONGMANS' DRAWING BOOKS** *and* **APPARATUS**. *The low prices at which these articles are sold bring them within the reach of all classes of pupils :—*

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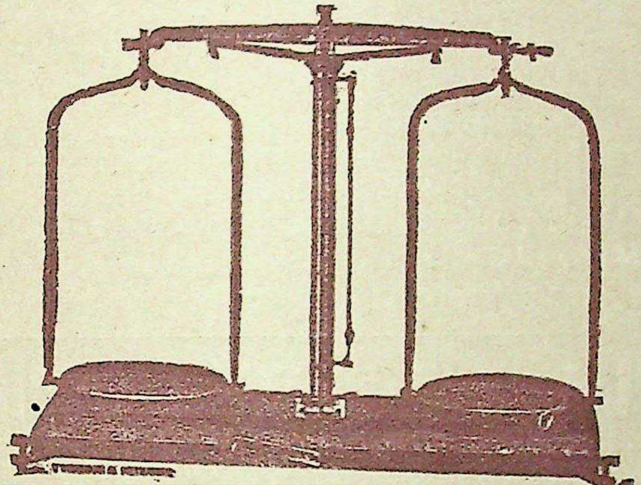

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